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ABSTRACT

Intended for parents of physically handicapped children, the booklet provides information on activities for children 3 to 6 years old. The document is divided into five sections: learning to move (which includes sitting at tables, being held and carried, and touching); self care skills (such as self-feeding, dressing, and toileting); learning to think and communicate (including language stimulation activities for the non-verbal physically disabled child); developing self-awareness (which involves awareness of the self, the family, and the neighborhood); and activities to help a child learn to like himself and others (which consists of a chart listing activities/materials and their purpose for three stages of development). Appended are a glossary of terms, charts covering the stages of normal development from birth to 6 years, and a list of resources. (SBH)

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Preschool Learning Activities for the Physically Disabled: A Guide for Parents

STATE BOARD OF EDUCATION

Illinois Office of Education
Joseph M. Cronin
State Superintendent of Education

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

This booklet is directed to you, the parent of a physically disabled child. Your hopes and fears are not unknown and are the same feelings every parent has for his child, except that they may be more intense. As parents you will have the work and the pleasure of giving special care, of using special techniques, and of developing your youngster's being into tomorrow's adult.

You are the child's first teacher and therapist. You share this responsibility with his doctor, clinic, nurse, and therapist, who will support you in your efforts to aid in his development. As parent of a child who has a physical disability, you will have many questions concerning your child's growth and development. This guide is intended to help you in the early stages to six years of age.

For nine months you had been looking forward to the big event. The birth of a baby is a milestone in a family's history. Parents, grandparents, aunts, uncles—all look forward to the big event. The hopes, dreams, and expectations were all focused on the delivery of your very own baby.

Most mothers are eager, and yet a bit fearful, as they see their child for the first time. When the fear becomes a reality, there is disbelief, anger, and guilt. The realization that "all is not well" may have been a feeling of uneasiness, a sensitivity to a nurse's attitude as she avoids looking at you directly or gives generally vague responses to your questions.

If the condition is not noticeable at birth, you may become aware of it as growth and development take place. The pediatrician, or the family doctor, may be the first to discuss the findings.

Many parents have had problems in accepting the medical opinion. Often, there are many visits to clinics, specialists, and diagnostic centers. Somewhere between these visits, adjustment and acceptance of the facts will take place.

For some parents, the search for different opinions is brief, and a dedication to working with the child as he is comes to them more easily. Very little can be accomplished until you accept your child as he is. This is your starting point. From here on your goal is to help your child develop as much as possible within the limitations of his disability. You will show the child that he is loved, and he will grow and develop.

Great strides have been made in early identification. In the past, a disability often went unnoticed until the child was between one and

two years of age, and much valuable time was lost from training and treatment. Today, a complete evaluation of your child by various experts can pinpoint his strengths and weaknesses. We hope you will find this publication a helpful guide to you as you become a working member of the team of experts serving your child.

This publication suggests many activities for children three to six years of age. Some of these may be adapted and used in the home for children under three years of age. Do not be overwhelmed by the extensive suggestions made throughout this guide. You will find that daily care of your child will offer you many opportunities for various learning and treatment experiences.

Charts covering the stages of normal development from birth to six years of age can be found in the appendix. Use these only as a guide for identifying his stage of development; do not expect him to perform according to his age in all areas. Your child may be three years of age, but he may be functioning at the two-year level. He may be functioning at different levels in various areas. In each area, you determine what stage of development he has reached and then plan experiences to help him develop from that level.

HINTS TO PARENTS

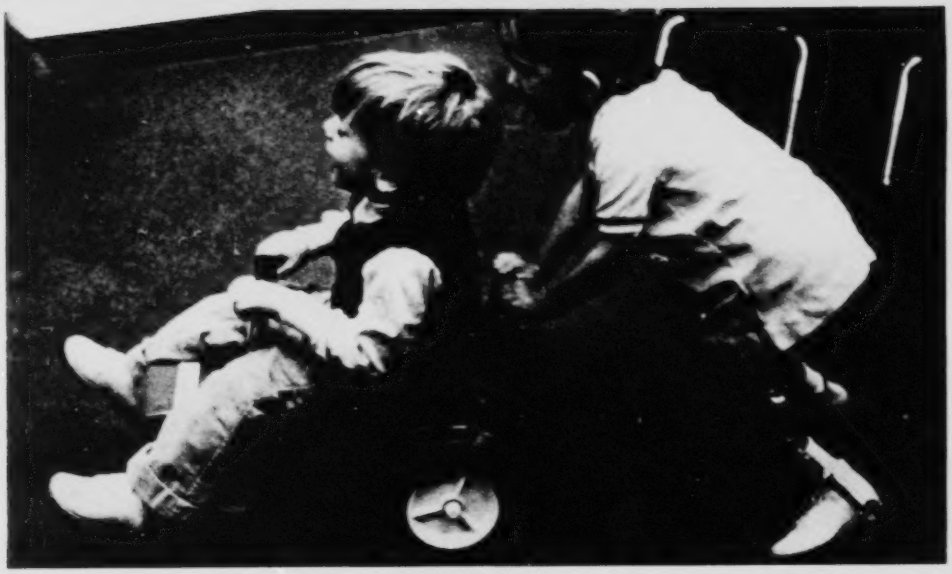
1. Treat your child as any other child in the family.
2. Lead as normal a family life as possible.
3. Involve all members of the family in the development of a personal relationship with your child.
4. Be consistent and firm.
5. Be positive in dealing with his explorations.
6. Hold your child often; show your love by cuddling, kissing, and using words and sounds of endearment.
7. Make play and laughter a daily part of both of your lives.

I. LEARNING TO MOVE

The young child moves. He has a natural ability for learning how to handle his body, his head, his arms, and his legs.

The disabled child has the same need and urge to move, but he will be limited by his physical problems. He will probably start by using the abilities he has. This often results in uneven development, since some stages of normal development may be omitted. He will need help to move through those stages that are difficult for him.

Your child can be encouraged to move in different ways throughout the day. Routine activities such as getting out of bed, eating, and playing provide excellent opportunities to practice moving.



Play activities encourage children to practice moving.

POSITIONING AND BALANCING

Your child must be deliberately taught to assume postures that foster the best possible body growth and development.

A person moves many times during the night; if he did not, he would wake up stiff and uncomfortable. It is more difficult for your disabled child to move and turn over. He will tend to lie the same way every time he is put to bed. There are several things you can do to make bedtime better for him:

- The proper atmosphere before bedtime is important. Slow down the stimulation or activity. Reading, singing or rocking can be relaxing for the child as well as for his parents.
- The arrangement of his bedroom can affect his position in bed. He will tend to face the source of stimulation—a light or sound of a door opening. Rearranging the furniture may encourage him to lie on the opposite side.
- A firm mattress will make it easier for him to turn over and move. A board can be placed under the mattress to give it more support.
- Avoid restrictive and heavy bed covers. You may find a blanket sleeper more practical than blankets, which could slide off.
- Do not let him sleep the same way every time he is placed in bed. If he tends to lie on his right side, get him used to lying on the left side during the day so he can sleep that way comfortably at night.

The child must be taught to assume good postures.

- If your child tends to sleep on his back with legs turned out to extremes in a "frog" position, he will develop tightness in the hips and knees after a while. Try turning him on his side, then use a firm cushion to prevent him from rolling back.
- Readjust his sleeping position as needed so that he is more relaxed, but do not do this so often that you and the child lose needed sleep.

SITTING

A disabled child should never be allowed to lie in bed more than is necessary; however, he must have a suitable chair for his waking hours.

His chair should:

1. Help him sit with good posture—with feet supported.
2. Help him learn good head and body control.
3. Give him a chance to use his eyes and hands.

A child-size captain's chair is often best for the moderately or mildly disabled child. It is sturdy and can be easily adapted. Wooden chairs are usually better than plastic. Plastic chairs are often too slippery to keep the child in good position. Many have legs which angle out and get in the way.

Look at your child while he is sitting and see what will help him sit better.

If he cannot control his head, — provide a chair with a high back.

If he always leans to one side, — place a sandbag, foam rubber or a rolled towel on that side to keep him in good alignment.

If he slides out of the chair, — raise the front edge of the seat. Put a padded post between his legs.

If he has trouble bending at the hips, — bend him before you put him in the chair. Use a low seat belt to keep the hips back in the seat.

If his legs are stiff and the knees knock, — place a wedge on the front edge of the seat to keep the knees apart. Use a foot rest to keep the knees bent and ankles in good position.

A severely disabled child may need an adjustable chair built especially for his needs. He will need one at a high level so that you will not have to bend as you care for him, but a chair closer to the floor would allow him to play with other children more easily.

Specially adapted chairs may be needed.

SITTING

Disabled children should not sit in one position for more than twenty minutes at a time. Chairs will need constant adaptation to keep up with growth. As your child learns to sit better, support should be reduced until he can sit unsupported on a regular kindergarten chair. Some children who have good balance may occasionally lose control when they are startled, excited, or are concentrating on working with their hands. A seat belt should be used for the child's safety.

Your child's feet should always be supported if they do not reach the floor. If his feet hang down for long periods, the muscles in the back of his legs will get tight, causing him to walk on his toes. This is particularly true of children with cerebral palsy. Feet can be strapped to a footrest if they do not stay in position.

Young children play on the floor. The disabled child needs this experience too, but he often needs to be supported to stay in position. Several items can be used as short term sitting supports:

- inner tube or tire
- sturdy cardboard boxes
- floor chair (chair with legs removed)
- sandbags at either side
- cushions at his side as he leans against a wall or furniture.

The child's feet should touch the floor, or built-up foot rests should be provided.

SITTING AT TABLES

Tables should be just high enough to allow the child's chair to slip under them. A cut-out table will help give added support if the child needs it. The height should usually be one inch higher than the elbows.

Tables should have

- a top wide enough to encourage the child to reach out as far as he can.
- a raised edge to keep toys from falling off.
- adjustable legs to keep up with the growing child. You could raise the table by putting blocks under the legs.

REMEMBER: Your goal is to have your child sit at a regular table in a regular chair. Remove extra supports as soon as he has enough control to sit safely without them.

The table should be one inch higher than the elbow.

SITTING

TOYS TO SIT ON

Some toys and play equipment help children develop their large muscles while they are sitting and may help them learn balance and rhythm at the same time.

Toys that move develop large muscles and help the child learn balance and rhythm.

Rockers: chairs, horses, boats. Back rests and body straps can be added for safety. A large rocking horse with a rounded body can also help a child learn to keep his legs apart.

Swings: Chair-type childrens's swings are often adequate, especially if they have a solid support which fits between the legs. A seat belt fastened low from behind will hold the hips securely in place. Use padding to help your child sit better and prevent sore spots. If your child needs more support, the same type of chair that seats him comfortably indoors can be fitted with chains and attached to a swing.

Some children will be fearful of sitting on anything that moves. At first, get them used to sitting on the equipment. Show them how to hold it. Start to move slowly and help the child adjust his body to the movement by leaning forward or backward.

BEING HELD AND CARRIED

If you hold and carry your child correctly, it will be easier for you and for him.

For the Child

He should be in a good position when lifted and should be carried with adequate support.

He should not be carried in a cradle position (like a baby) because
- He is too old for that, and he needs to feel more grown-up.
- He cannot look around and see what is going on.
- He does not have a chance to learn to balance better.

Handling the cerebral palsied child in a certain way can help him develop better control of his body. Suggestions are pictured in the book, "Handling the Young Cerebral Palsied Child at Home." (See Appendix, page 92)

For the Parent

As your child grows older, it will become harder to lift and carry him. It is important that you guard against injuring yourself by learning to lift properly with the least amount of strain.

Carry your child as little as possible:
- Encourage your child to move about by himself.
- Use some means of pushing him from place to place.

The child should assist as much as possible.
- If he is able to bear weight on his feet, he can pivot from one chair to another while you support him.
- Help him learn to roll over to the edge of the bed and get into a sitting position before you lift him out of bed. Teach him to get out of bed himself when he is able.
- If he has good arm control, he can help you as you lift him by holding on to your shoulders or by putting his arms around your neck.

SUGGESTIONS FOR LIFTING:

Follow the principles of good lifting:
- Keep your back straight; lower yourself to the child's level by bending your knees.
- Do not twist your back, but turn your whole body.
- Hold the child's weight as close to your chest as possible.
- Move furniture out of the way. Be sure you have plenty of room for good footing and keep your feet apart for good balance.

REACHING OUT

Your child must learn to reach out and explore things around him through his eye, hand, and foot movements.

EYE MOVEMENTS:

Control of the head and ie eyes is the first step in learning to use the hands. The normal infant spends many hours looking at his hands and moving them in front of his face. His eyes are constatly moving about searching for objects.

Watch your child as you play with him. If he cannot focus well, provide toys and objects that will encourage him to use his eyes better.

Catch his attention with bright colors and noises, using
- mobiles
- colored balloons
- plastic bells
- a spinning top

His eyes will follow the movements of
- a rolling ball
- a bright yellow truck
- a walking doll

Encourage him to look at his hands and feet, fastening bells to his wrists, hands, or feet.

Help him make noise with a toy drum or xylophone.

A bright ball will catch the child's attention and will promote eye movements as he follows its motion.

The four- and five-year-old will love a flashlight. Use one to shine a light on the wall and have him follow it with his eyes in different patterns:
- a vertical line
- a horizontal line
- a circle
- a square

Shine the light on different parts of his body.

Tie a ball on a string so he can watch it swing back and forth.

Blow soap bubbles for him to follow with his eyes. Teach him how to blow them, too.

TOUCHING

The next step in reaching out is touching things. Your child must be aware of his hands before he can learn to use them properly.

Children who have some use of their hands will enjoy finger painting.

Play-dough and finger paints are good for children who have some use of their hands.

Use crazy foam or shaving cream on his arms and legs to stimulate movement.

A sandbox is good for this stage.

Paper is noisy and has texture.
- show him how to tear it.
- crinkle it in balls and throw it.
- drape it over him to encourage him to crawl out from under.
- hide his favorite toys under it to get him to move.

Place his hands in dishes filled with different things:
- rice and beans
- macaroni
- sand or water

Let him play around in them.

Talk about the foods you feed him. Are they smooth, sticky, hot or cold?

Make it a routine to let him explore things that are around him during the day:
- the smooth fixtures in the bathroom
- magazines in the living room
- pillows and blankets in the bedroom
- the grass or snow outside

Provide toys and objects with different textures:
- soft fuzzy animals
- a ball made out of different materials
- terry cloth blocks

Rub his hands and fingers over different surfaces and talk with him about how they feel:
- fruits and vegetables
- the table cloth
- his clothes
- the carpets and furniture
- table tops

Allow your child to be barefoot at some time during the day so he can feel textures with his feet.

These are the kinds of experiences every child needs to have in order to find out about his environment.

ARM MOVEMENTS

Large movements of the arms with a fist or an open hand come next.

Games such as "Peek-a-boo" and "Patty Cake" promote arm movement.

Hang toys on strings or long springs so that they move when he hits at them.

Weighted toys that bounce back when tipped over will encourage your child to knock them over again and again.

Use toys and books that squeak when they are pressed.

Build him a tower of blocks to knock over.

Magnetic toys can be pushed around on a metal board.

Use a sponge to wipe a black board or table with large sweeping arm movements. The sponge can be tied to the hand or made into a mit for children without grasp.

Let him bat a swinging ball with his arm.

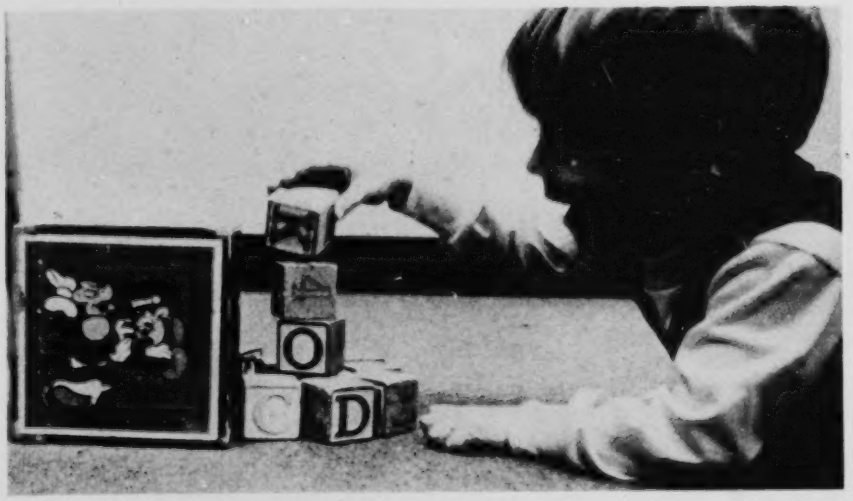
Games such as "Patty Cake," "Bye Bye," and "This Little Piggy Went to Market" promote arm movement.

Help your child learn to reach better by controlling his arm movements at the elbow.

Show him how to push a truck back and forth across his table.

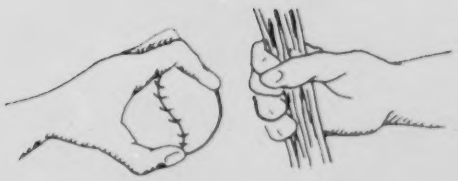
Have him push a large ball so it will roll away.

He will enjoy pushing around plastic toys in a pan of water.



Building with blocks can help the child learn to reach and control arm movements.

GRASPING



When your child has learned to reach out and use his eyes and hands together, he will be ready to pick up toys and let them go.

Use toys that can be squeezed, thrown, taken apart, stacked—anything that requires repeated opening and closing of the hands.

At first, the child will be able to grasp large objects, but will have trouble letting go of them.

Provide blocks of all sorts:
- foam rubber.
- light weight plastic ones, which are easier for a child with weak hands.
- heavier woooden ones, which work best for children with uncontrolled hand movements.
- stacking clowns, which may be easier to pick up. They can be used to build, to sort, to match, put in and take out.
- nesting blocks or boxes, which can be grasped by the edges. They can also be used to teach the meaning of "big" and "little."
- plastic snap beads.
- beanbags and balls which can be held in one hand.

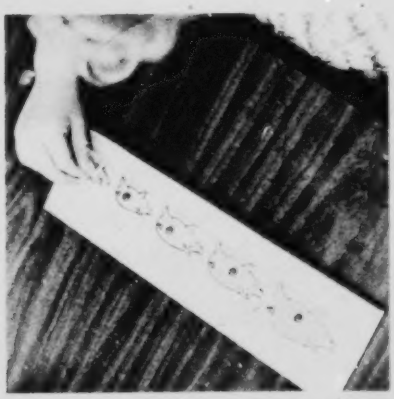
Use large pegs and pegboard. String large wooden beads.

Work puzzles with big pieces. Some puzzles with attached knobs can be found in the stores. However, any puzzle can be made easier to handle by gluing beads or fastening nuts and bolts to each piece.

Squeezing toys will help to strengthen hand muscles. As muscles get stronger, your child will use his hands more and more.

- Water play with sponges and squeeze bottles such as catsup dispensers or detergent bottles.

- Clip spring clothespins on and off a coffee can. Plastic pins are easiest to handle.



Large puzzle pieces with attached knobs are easier to handle.

- Work with squeeze bulb toys—cars and animals that move when air is squeezed through a tube.

- Squeeze clay or cookie dough.

As the child improves his ability to grasp, reduce the size of the toy and increase its complexity.

Use smaller pegs and harder puzzles.

Construction toys are good—tinker toys, Legos, nuts and bolts, snaps and blocks.

A doll house with furniture, a farm with plastic animals, a garage and small cars can all improve grasp and encourage imaginative play.

Wooden train sets and take apart trucks and boats have appeal, too.

Simple preschool games require grasping and releasing of game parts. Pieces can be increased in size or weight to make them stay in place. When played with another child, these games will help the child learn social skills, too.

FINGER MOVEMENTS

After the child has learned to pick up objects using all his fingers and his thumbs, he learns to use his fingers separately and then to use them in a coordinated way.

Provide him with activities that require pushing, pressing, bending, or circular motion of the fingers or thumbs.

A pencil or crayon pushed through a foam rubber ball is easier to hold.

Your child will first learn to use one finger or thumb at a time with these or similar activities:

- playing a toy piano
- dialing a toy telephone
- using levers on toys to make things pop up
- Plucking a string on a toy musical instrument
- using a finger puppet
- handling push-button toys to encourage thumb use
- using toy typewriters or cash registers

Your child can strengthen individual fingers by poking holes in clay, sand, or dough.

Children must learn to use their thumbs and index fingers together to manipulate very small objects.

- Provide winding toys to encourage and strengthen this type of movement (cars, jack-in-the-box, ukelele, hopping animals)
- Help your child learn to turn pages of a book or magazine without tearing them.
- Start him in the use of crayons—fat ones are easiest to hold. Crayons can be made fatter with foam rubber or by shoving them through a plastic golf ball. Tape down the paper he will be coloring to anchor it securely to the table.
- Help him learn to use a paint brush, using large fat brushes at first. If you don't like messy paints, try water on a large carton or blackboard. He might like to paint the sidewalk with water in the summer time.
- Teach him how to put paste on pictures and turn them over to paste them down.

The five-year-old learns to use his fingers in a coordinated way. He develops skill with his hands so he will be ready for school work.

- He will be able to use several fingers to play a toy piano or rhythm band instrument
- He can make a hand puppet move its arms and head.
- He can begin to learn how to cut on a line.
- He can use his crayon to color pictures, draw a circle, or make a man.
- He can string small beads and can lace a shoe or sewing card.
- He can make his fingers and hands move the way he wants in simple finger plays.
- He can roll, pinch, flatten, and poke clay to form it into people and animals.

GOING OUT – ROLLING

The normal child learns to roll from his back to his stomach at about six months of age. Some children must be taught to roll correctly.

Place your child on a padded, firm surface where he can learn to roll over without being afraid of falling.

Teach him to lift up his head. Help him bring over his arm, shoulder, and leg in the direction toward which you want him to roll.

It will be easier for him to roll down a slight incline.

Encourage him by placing a favorite toy just out of reach.

Make a game of rolling across different surfaces—a rug, smooth floor, bumpy plastic.

Teach him the words "over" and "under"—"roll under the table," "roll over the pillow." Have him roll and unroll in a blanket.

Rolling is good exercise, even for children who can already crawl or walk. It will help your child learn to use his body better.

Rolling helps children learn about their bodies and where they are in space.

Encourage your child to roll in the grass. Talk about how the grass feels, smells, etc.

Children love to roll down a hill. Help your child have this experience, too.

Rolling is good exercise, even for children who have learned to crawl or walk.

CRAWLING

Children first learn to move on their tummies by pushing backwards with their arms.

A scooter board will make it easier for your child to move and will encourage him to extend his arms.

Urge him to use his arms to move forward. Place a toy ahead of him.

If he cannot pull his weight forward, a small, firm pillow under his stomach might help.

Wind up a musical toy or ring a bell to encourage crawling.

CREEPING

Children usually learn to get up on their hands and knees at about ten months. Your child must learn to balance in this position before he will be able to creep.

This is called a reciprocal pattern and is the same one used in walking.

A good reciprocal pattern is very important. Make sure that your child has many, many opportunities to creep so that this pattern becomes a habit.

Balance learned in creeping will make it easier for him to balance standing up. A favorite toy may be used as a target.

See that he keeps his legs straight under him. His hands should stay flat.

Encourage him to creep, instead of carrying him from one place to another in the house.

Make an obstacle course out of chairs and toys for him to creep through. It is fun to creep through a large cardboard box or under a blanket tent.

Play hide and seek by creeping behind the sofa or other furniture.

Help him get on his knees in a good all-fours position with his legs in good alignment. His hands should be on the floor in front of his knees, with fingers flat and elbows straight.

A carpeted surface will help at first to maintain this position. He might need a small bench under his stomach at first. Be sure his hands and knees are firmly on the floor.

When he can stay in this position, he can learn to move forward.

Teach him to move
- his right arm
- his left leg
- his left arm
- his right leg

in that order.

"It's fun to creep through a big cardboard box."

STANDING

Your doctor or therapist will tell you when your child is ready for standing. Standing will give him a new view of his world and new feelings about himself. Standing provides sensations to his muscles and joints and helps to strengthen them.

You can help him stand better by placing your hands on both sides of his hips and pressing down firmly. As his balance improves, gradually withdraw your help until he can stand alone.

Provide opportunities for your child to pull himself up to a standing position many times during the day.

- Place bars in spots where he has the greatest need for standing.
- Have sturdy furniture that will not tip when he tries to stand.

Help the child learn to stand, giving support as needed.

As balance improves, gradually withdraw your help.

STANDING

The normal preschooler is on his feet three to six hours a day. Children with a physical disability usually sit too much. When your child has good standing balance and can stand alone, encourage him to play in this position.

Provide a sturdy play table at standing height.

Standing supports can permit the child to write at a blackboard or easel.

Encourage him to draw at an easel or blackboard. A handle or rail can be attached to give him more confidence.

He can use magnetic letters or toys on a metal board attached to the wall.

Encourage him to move by placing toys at different levels so that he must bend up and down and from side to side.

Check his posture from time to time and help him get back into a good position.

PRECAUTIONS:

Your child must learn to stand correctly with his legs in good weight-bearing position.

Hand rails can give the child confidence to try to stand and walk alone.

His knees should be straight with feet pointed ahead.

He should have his heels down and should not stand on his tiptoes.

Be sure he stands on both feet and does not have all his weight on his best leg.

Your doctor may find that braces are needed to help your child stand and walk more easily.

BRACES:

Your child's doctor might prescribe braces to help him stand and to keep his legs in good alignment. Braces are used to help support weak limbs, to stretch out tight muscles, or to prevent deformities.

Follow your doctor's instructions as to how they should be worn.

STAND - IN TABLES

Since you cannot be with your child constantly, a stand-in table will be helpful. If you give him something to do, he can learn to be on his own for short periods while you do your other chores.

A stand-in table will help to build up his tolerance for standing. It should be built for his measurements so he will stand correctly with the least amount of support. The table can be used indoors or outdoors; a favorite kind has a recessed top to hold sand.

A stand-in table built for the child's measurement can help him stand correctly with the least amount of support.

STABILIZER

A heavy platform with an attached upright is another useful standing device. The child can be strapped with as much support as he needs to stand properly. His feet can also be strapped to the platform to keep them in good weight-bearing position.

This stabilizer frees the child's hands so he can use them to play. He can learn to handle a ball or bean bags in this position.

Standing time must be built up gradually. At first, your child might be able to stand for five minutes. Gradually he will build up to one-half-hour periods. It is best to have many short standing periods. You may have your child stand for twenty minutes, play on a mat for twenty minutes, then sit for twenty minutes. It is best to change positions many times during the day.

"Watch for signs of fatigue!"

Watch for signs of fatigue:
- bending of the knees
- turning of the ankles
- shaking of the legs

Watch for pressure:
- If your child leans heavily against support while standing, you will have to pad the pressure parts with foam rubber. Straps can be cushioned so that they do not cut into his skin.

WALKING

Your child must have some balance and reciprocal motion before he is ready to walk. Your doctor and therapist will be able to tell you when he is ready to start.

You can help your child learn to walk correctly. It is usually best to walk little children from the front, holding both hands low.

- He should walk as straight as possible.
- He must not lean too far forward or backward.
- He must support his own weight.
- His hands should be low.
- He should not be hurried. He must have one foot down firmly before he takes another step.
- Don't walk too fast.

Some little children can be walked easily by using a harness of webbing which fastens around the shoulders and waist. Be careful that your child does not lean backward and depend on you to catch him from behind.

When your child has good balance, you can walk him from the side. Change from side to side so he doesn't lean one way as he walks.

Teach him to use his eyes for balance.

- Point out some object for him to focus on, and walk toward it. Say, "Let's look for Daddy." "Let's walk over to your teddy bear." He will want to walk more if he has a reason to walk. Walking practice can be boring and tiring, unless he is going somewhere.

Have the child look at the person toward whom he is walking, and not at his feet.

- Walk from the bedroom to the breakfast table.
- Walk to the bathroom.
- Walk outside to play.

If your child can walk alone for a few steps, have him walk between two adults just as any other child would learn to walk.

- Have him look at the person he is walking toward, and not at his feet.
- Gradually increase the distance he must walk.

When he no longer must concentrate on walking to keep his balance, more attention can be given to improving his walking. Your therapist can give you specific activities and exercises to meet your child's needs.

The mildly disabled child must develop his large muscles and his coordination just as any other preschooler does. He must be encouraged to run, jump, slide, and climb with as little assistance as possible.

Children like to see themselves as they learn to walk.

MIRRORS

Mirrors are a great incentive for walking. Children love to see themselves when they are learning to walk. Your child will stand taller and look ahead if he walks towards a mirror.

WALKING

Your child can use many common objects as walking aids. For the child's safety, you may need to help him in the use of these aids.

A friend's wheelchair can be a useful walking aid.

WALKING AIDS

Many children will be unable to walk unassisted. Others may need some mechanical devices for a short time while they are learning to walk. Walking aids should be recommended only by the physician or therapist. They must be fitted to the individual child, and he must be taught to use them correctly.

PARALLEL BARS

Parallel bars can be made inexpensively from pipe. The bars should be adjusted to the correct heights and width for your child so that he does not have to elevate his shoulders or lean too far forward to grasp them.

Parallel bars are useful to help your child learn good arm and leg movements. Teach him to move his right arm, left leg, left arm, then right leg—just as he does in creeping.

Bars also help him learn to place his feet properly. If he has a tendency to cross his feet, a board can be fastened down the center of the bars to keep the feet apart.

Parallel bars help your child learn good arm and leg movements.

CRUTCHES AND CANES

Some children will need crutches. Crutches must be measured exactly for each child. They ought to be checked often and adjusted to the growing child. Tips should be kept clean and in good condition so they will grip the floor.

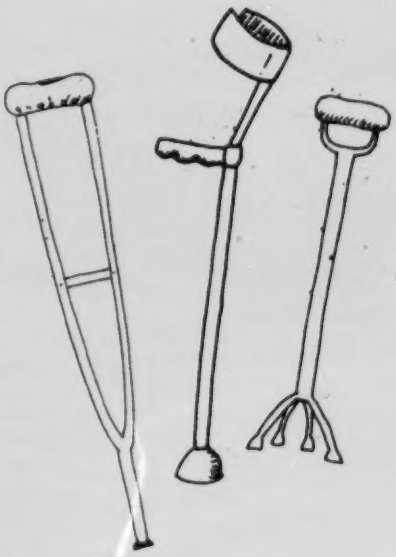
It takes much time and patience to learn to use crutches. Some children will not be able to use crutches because their arms and hands are too weak or too uncoordinated.

WALKERS AND WALKING AIDS

There are many differen kinds of walkers. It is important to have a walker fitted to your child because the wrong kind will not develop good walking habits and balance. Sometimes children have a tendency to push themselves with their feet, instead of learning to take steps.

CANES:

Canes are prescribed for children who need less support than crutches afford. One or two canes can be used.



To insure good walking habits and balance, have the walker fitted to your child.

LOCOMOTION

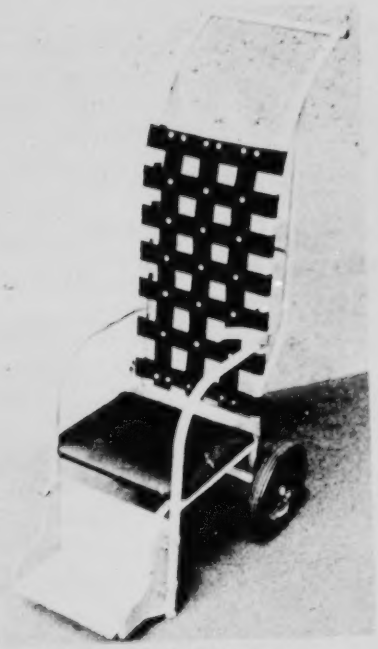
Every parent wants his child to walk. This is an excellent goal, and everything should be done to help your child reach it. However, your child needs to learn other things, too—to talk, to use his eyes and hands, and to move about by himself. Some children are so severely disabled that they will never be able to walk. If walking is their only goal, they will be very disappointed and may neglect to try things they could do—such as sitting balance and good hand control.

Movement exploration is essential to every preshooler's development. Children who do not walk need special equipment to help them get around in the house, in the yard, and in the neighborhood.

CHAIRS ON WHEELS

Any chair that holds a child securely in a good sitting position can be attached to a platform which has casters.

The Hogg Stroller is often recommended for transporting a young child from place to place (instead of carrying him). This is a lightweight, inexpensive chair. However, it should never be used for long periods of sitting.



A Hogg Stroller is useful for transporting children. . .

. . .to the store, to visit neighbors, or to join their friends on the playground.

WHEELCHAIRS

Many different sizes and types of wheelchairs are commercially available for small children. Severely disabled children usually need seat and back inserts to make them sit comfortably and properly. Do not order an expensive wheelchair without medical advice. All necessary adaptations should be well planned before making such an investment.

A wheelchair may be advised for your child if the outlook for walking is poor or delayed. The child who has good trunk and arm muscles, but no use of his legs, can quickly learn to propel his chair around the house and be more independent.

Brakes should always be locked when he gets in or out of the chair.

A seat belt is a must to prevent accidents.

A lapboard would be helpful for playing, eating, and working.

The wheelchair must be adapted to the child's size and needs.

If the child's feet do not reach the foot rests, build up suitable supports so his legs do not hang loosely.

PLAYING

Play is an important part of every child's life. It is his job. Your disabled child has this same need to play. Your job is to find ways to help him play.

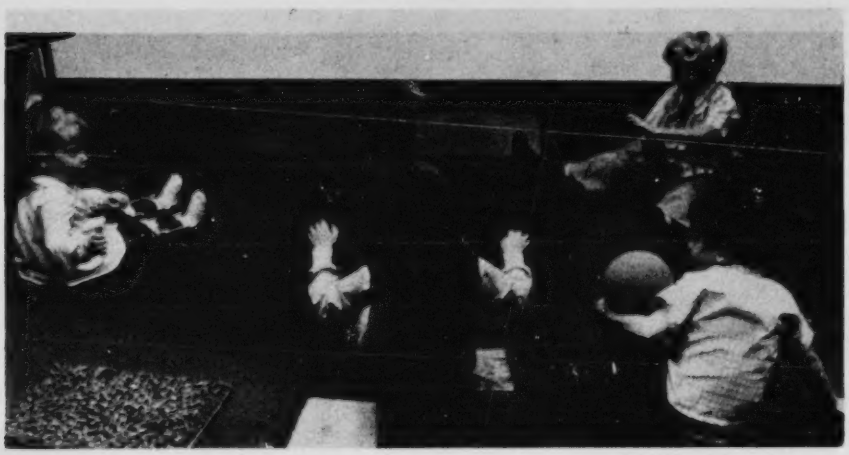
Your child has much to do. He must develop his body and his mind.

Throwing snowballs can strengthen muscles--and it's fun, too.

He must learn to work with his muscles in spite of his disability. He must

- learn to strengthen and control his large muscles.
- develop his sense of balance.
- learn to reach out, to feel, and to hold different objects.
- develop his eye-hand control to relax his hands if they are fisted and to control his eyes and hands if they move around too much.

He must learn to crawl, to walk, and to find a way to get around by himself.



Playing ball can develop eye-hand coordination and muscle use.

Play is an important part of every child's life.

He should learn to work with his mind just as other children do. He must

- explore his world and find out what is around him.
- find out what he can do:
  "I can make things move."
  "I can throw this ball"...
  "I can make noise with my mouth, with my hands."
  "I can communicate my thoughts."
- find out how things work, learning that
  ...keys turn,
  ...doors open,
  ...blocks stack,
  ...balls roll.

TOYS

Toys should be selected on the basis of how they can be used by your child. Try them out; what motions are involved with the hands. Can each toy be used for more than one purpose? A doll with clothes that can be removed and that have large fasterners can be used to develop self-help skills in dressing and can stimulate imaginative and social play. A toy piano can be used to stimulate finger movement as well as a sense of rhythm and sound.

Toys must keep up with your child's mental and physical development. His preschool teacher or therapist can help you decide which ones are best. Many disabled children will need larger-sized toys for a longer time than do other children their age.

Play situations and toys can be adapted to help your child play better. A ball can be frustrating to a child if it constantly falls on the floor out of his reach. If it is attached to a string, he can retrieve it himself. A little girl in a wheelchair will not be able to push a doll carriage, but she could use a small cradle or basket on her lap or beside her.

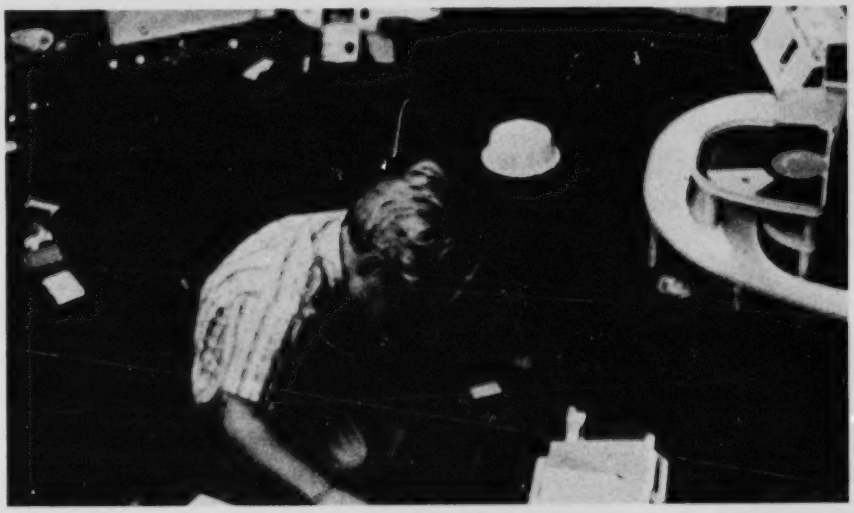
Look for

- sturdy, well-built toys that are brightly colored with non-toxic surfaces.
- simple construction with not too much pattern or design to detract from easy recognition.
- safety, insuring that toys have no sharp points or parts too small for the child to handle safely.
- toys your child can manipulate and enjoy with a minimum amount of help.

RIDING TOYS

WAGONS:

A wagon is fun to ride in. Big wagons with wooden sides and wide wheels to prevent tipping over can be used to take your child shopping, to visit neighbors, or to go on a picnic. If he has a special chair that helps him sit better, it might fit on the wagon, too. Sand bags and foam rubber cushions can be used to help him sit more easily and safely.



Toys must keep up with your child's mental and physical development.

RIDING TOYS

CARS AND TRUCKS:

Some children will have enough strength in their legs to get around in a pedal car. This would be good for a child with good balance and who is fairly active. Cars are not recommended for many children with cerebral palsy because such children get too tense and use their muscles in the wrong way.

Several commercial cars which do not require use of the legs are available. They are propelled with the arms. Such a toy is the Playskool Wiggle Wagon. It will fit a small child who can sit unsupported with his legs in front of him or in Indian fashion. The child sits on the back of the wagon with feet on the handle bars. He propels the car by wiggling the handle bars back and forth with his arms.

The Crazy Car and the Wild Rover have handles inside the body of the car, and the wheels move as the handles are turned. These cars are low to the ground and will not tip.

"I'll push and you drive."

TRICYCLES:

Tricycles provide good exercise for most children. The motions used in pedaling are the same as those used in walking. When your child is riding, he can get out of the house and have fun with other children in the neighborhood. He will learn to judge distances and to use his eyes and hands together when steering. He will be strengthening the muscles in his legs, also.

Adjustments may be made to make his tricyle fit him better and to make it safer.

- The rear axle can be extended so it will not tip.
- The seat height should be adjusted so his knees are stretched out straight when the feet are at the bottom of the pedaling cycle.
- Blocks of wood can be added to the pedals to make them the right height, and these can be removed as he grows.
- His feet may be strapped to the pedals.
- Back rests for support may be attached, if indicated.

II. I CAN DO IT MYSELF

The phsyically disabled child has the same desire to be independent as any other child, but he needs opportunities to learn to care for his personal needs. He must be taught through a simple sequence of steps how to brush his teeth or wash his hands. The parent is the teacher. The goal is to teach the skill to the child so that he will achieve independence.

Training in habits of self-care must be started early and should gradually lead him toward independence. Establish a daily routine with your child so he knows what to expect and what is expected of him. You must be consistent. Once he has learned to do something for himself, it should never be done for him again. Patience is needed. At times, it will seem as if nothing is being accomplished, but then a new stage of independence will emerge.

All adapted equipment should fit your child's individual needs. Poor aids develop poor habits. Equipment should be discarded as soon as it is no longer needed.

EATING

Some disabled children, especially the cerebral palsied, have problems in eating because the muscles of their tongues and mouths do not work correctly. They may have trouble sucking and swallowing.

Sucking is a basic activity in infants. If your child has never sucked, he needs to learn how to do it because sucking is important.

- It helps children use their lips and tongues correctly.
- It helps develop better breath control.
- It helps decrease drooling.

Your child can continue to exercise his speech muscles by learning to suck on a straw. Use plastic straws or flexible plastic tubing.

To stimulate sucking, squeeze his cheeks and place light pressure on his lips to close them.

To stimulate swallowing, stroke his throat muscles.

Teach him to suck, swallow, then suck again.

A child will not develop good chewing habits unless he is gradually introduced to foods of different textures and consistencies. He will learn to eat solid foods by eating them. Too many soft, strained foods keep his muscles from getting exercise.

- Encourage chewing by placing food in the front of the mouth.
- Your child's speech therapist can show you how to hold and move his jaws to help him chew better.

Mealtime should be a quiet, pleasant time. Your child should be relaxed and not too tired. You can help him learn better ways of eating if he has problems in this area.

- His position when eating is important. He should be in an upright position with a minimum of support. Teach him to hold his head in a slightly downward position.
- Encourage him to use his lips. You may stimulate them before he eats by pulling on them gently with your fingers.

- Place the spoon between his lips and have him close them over the spoon. He should learn to remove the food with his upper lip.
- With your fingers, help him close his lips until he learns to do this.
- Use a small rubber-coated spoon if he bites down hard.
- Help him swallow better by stroking his throat lightly. Try it on yourself to get the feel of it.
- Be careful not to pour food down his throat. However, small amounts of food can be easily managed.

DRINKING

Your child should learn to drink from a cup if possible. Start by holding the cup level with his mouth. The cup should be on top of the tongue and slightly behind the teeth.

Allow a small amount of liquid to enter his mouth. Teach him to

sip
swallow
then sip again

A child can be independent in drinking if he learns to drink through a straw, even if he cannot develop hand use. Use a small plastic refrigerator cup with a lip to prevent spilling. Poke a hole in the lid for the straw.

SELF-FEEDING

A child is ready to start feeding himself when he has developed some grasp and is able to bring his hand to his mouth.

Self-feeding is a messy business. Be sure your child has plastic bibs, plenty of time and a lot of encouragement; otherwise, he may be content to let you continue feeding him.

Your child should not be isolated when he eats. Meals are important family times. If he needs too much help during meals to eat with others, perhaps he should eat earlier and join them for finger foods. He should sit at the table with the rest of the family as soon as possible.

Your child can practice bringing his hand to his mouth by wiping out bowls of cream or pudding with his fingers and licking them.

He can start feeding himself finger foods such as:

- frankfurters and other sausage
- cheese
- cookies or crackers
- bread or toast
- sandwiches that stick together (peanut butter or liver sausage, or jelly, for example)
- slices of banana

Avoid too many sweets, especially candy.

USING A SPOON

Your child can practice using a spoon for short periods at first. If he is very hungry and has too much trouble getting his food, he will be too frustrated to learn.

- At first, fill the spoon half-full for him.
- Use sticky foods such as puddings, applesauce, mashed potatoes, bananas.
- Help him guide the spoon into his mouth by holding his arm at the elbow.

The next step is learning to fill the spoon by himself.

- Guide his hand at first.
- A dish with a deep side is easier to use.

He should gradually learn to feed himself. You will have to dip up the last spoonfuls for him.

As he gets more skillful, he will learn to pick up his spoon, fill it, and put it down as needed. At this point he is well on his way to independence.

Your child can be taught better eating habits after he has developed some skill. He can learn to keep the food in his dish and could be rewarded for his efforts. Teach him to wipe his mouth after he eats.

He should learn to eat quietly and to keep his lips closed.

Teach the child to hold a two-handled mug. He can put his fingers through the handles and hold it like a glass.

Put a small amount of liquid in the cup at a time to avoid a mess. When he is able to manage this type of cup, he can progress to a one-handled mug.

ADAPTED EATING DEVICES

Spoons with curved handles are available. They are easier to grasp and food can be carried to the mouth more easily. A spoon can be strapped to the hand with elastic. A built-up handle is easier to grasp; use foam rubber, a plastic golf ball, or clay molded around the handle. Dishes can be stabilized with rubber mats or plastic wrap. Commercially made baby dishes with suction cups can be used for a young child. A board with cutouts to fit a dish and cup can be clamped to the table.

Drooling

Drooling is due to poor muscle control. The child's speech therapist can help you handle this problem. Your child needs to practice keeping his mouth closed and swallowing frequently. He will have more difficulty controlling drooling when he is excited or working hard to perform some other activity.

It is important that your child be aware of the need to wipe his face.

- He must have a kleenex handy; in front of a mirror teach him how to use it.
- Remind him to keep his chin dry so that wiping the chin becomes a habit with him.
- To help close the lips, tap him gently under the chin. Protruding and retracting the lower jaw will strengthen the muscles around the mouth.

DRESSING

A child must understand and be a part of what is happening to him. He is not an object to be dressed and undressed. The way he is handled will have an effect on his development. If he is handled like a doll, he will show no interest in learning to dress himself. He needs to know he is a person. Talk to him when you are helping him.

Positioning is important in dressing. If your child is fearful of losing his balance, he will not be able to cooperate and it will be harder to dress him.

Once the child has learned to do something for himself, it should not be done for him again.

DRESSING

The first step in dressing is learning to cooperate. Your child learns how to hold out his arms for a sleeve or his foot for a sock. He learns to push his foot into a shoe. Tell him what he is doing, even if you must help him do it.

Say "Push your hand through this sleeve," or "Let's put your hand in your mitten."

He can help more in dressing if he is in a sitting position and can see what he is doing.

Explain what you are doing. This is a good time to make him more aware of his body parts—"in back of you," "around your waist," "over your head."

The second stage of dressing is learning to undress. Your child takes off his shoes and socks. This usually occurs after sitting balance improves and the child can use his hands better.

- Let him sit with his back to a corner so he can't fall backward.
- Allow extra time at bedtime so he can do what he can for himself.
- Once he can take off clothes by himself, try to have him do it every time.

Select clothes carefully. Front openings are a must.

- It might be easier for him to take off his pants if he is lying down. Teach him to roll from side to side and pull them down gradually. If he is strong enough, he can make a bridge with his hips to get them down.
- Some children can undress better if they kneel on the floor. They can use a small chair to support themselves with one hand.

Between the ages of four and five, the average child can undress and dress himself except for fastenings.

Careful selection of clothes will make it easier for him to dress himself:

- Use clothes at least one size larger than your child wears. Loose pajamas are good items for practice.
- Elastic waist bands are easiest.
- Front openings are a must. Zippers are usually easier than buttons.
- Look for garments with large buttons (especially coats).
- Buy or make clothing of easy-care fabrics that do not wrinkle. Stretchy knits are good. Styles should be simple. Strong seams are important.

Look for double-sewn seams or flat-fell seams.

Buy or make a button board for your child to practice on.

DRESSING

Include your child in making decisions when possible:

- "Do you want a red T-shirt or a yellow one?"
- "Should you wear long or short pants today?"
- Do you want to wear long or short socks today?"

He will probably make many mistakes; don't be too quick to fix things for him; instead, help him find a way to do it right. Help him learn things like "inside" and "outside," "hem," and "collar." Have him look in the mirror to see if things look right on him.

FASTENINGS:

Most preschoolers have trouble with fastenings because they need good control of small hand muscles. You can help your child practice by making or buying Montessori-type boards with buttons, snaps, and zippers.

Dolls and toys with parts that button or snap will encourage him to try. A key ring or short string attached to a zipper tab will make it easier to grab.

When he is dressed, have him look in the mirror to see if his clothes look right on him.

TOILETING

The aim for the physically disabled child (as for every child) is that he gradually develop self-reliance in taking care of his needs, rather than expect a watchful mother to keep him dry. As with the normal child, the disabled child cannot develop control until his nervous system is ready. A child usually shows signs of being ready when he can retain urine for a two-hour period.

Toilet training takes time and patience. Be consistent in your approach. It helps if you keep your child's liquid intake constant.

It is important to have a comfortable, sturdy place for him to sit—a potty chair with a body restraint that will not interfere with elimination.

Establish a regular routine.

Do not have him sit longer than twenty minutes at a time. Tell him why you are putting him on the chair and what you expect of him.

The severely disabled child often has difficulty relaxing enough to be able to go. That is why he needs a chair that positions him well. A potty chair can be made like the one he sits in at other times. Be sure his feet are supported. He may need a tray or table so he can lean forward.

Some children have very sensitive skin on their bottoms. Padding the seat might help him sit without fussing.

When your child understands what he is doing and can eliminate on the potty, he should begin to make his needs known.

- Give him constant praise for success.
- Don't be too hard on failures.
- Be aware of his signals, especially if he does not have good speech; he may be trying to tell you in his own way that he has to go.

Your child should learn to use normal toileting facilities as soon as possible.

- Bars along the side of the toilet will help.
- If he has good balance, a small stool under his feet may be all he needs.
- Teach him how to use toilet paper properly; have it within his reach.
- Clothing that is easy for him to remove will encourage independence.

Some children will never be able to control their bladders because the nerves to these parts do not function properly. Your doctor will advise you if this is true for your child. He will tell you how to manage the problem as your child grows older. Disposable diapers and waterproof underpants can keep him dry and socially acceptable in the meantime.

WASHING HANDS AND FACE

Most children like to wash themselves. They often like the water more than the washing, but you can get the job done if you keep your directions simple—too many words will add confusion. A mirror will help.

Help him wash his face with a damp wash cloth by moving his hand over his face.

Talk about the part of the face you are washing; make a game of it. He may like to practice on a plastic doll.

Show him how to rub his hands together under running water.

A sponge might be easier for him to handle than a washcloth.

Your child should use regular bathroom facilities if at all possible. If not, a small wash basin will fit on his table.

Children learn best by imitation.
- Show him how to turn the faucet on and off. Let him feel the hot and cold water.
- Show him how to put soap on the wash cloth, how to soap up, how to rinse off, how to dry with the towel.

You will have to finish the job for him until he learns the technique. The normal five-year-old can wash his hands and face.

If your child is able to get to the wash basin by himself, a few adaptations may make it easier for him to be independent too.
- a step stool,
- soap tied to the faucets,
- a towel bar at low level and within his reach.

With a few simple directions, children can enjoy washing themselves.

BRUSHING TEETH

Bright, clean, healthy teeth make a good impression. The child who has other disabilities should not have an added social handicap of poor teeth and bad breath. The disabled child needs routine exams at the dentist. It is best if he can go at the same time as a parent or a brother or sister.

Start a routine of brushing after meals.

- Use a small brush and toothpaste with a taste your child likes. If toothpaste causes gagging or too much saliva, try a diluted salt or baking soda solution.
- Brushing is a good time to make him more aware of his mouth and tongue movements.
- Have him look in a mirror as you brush. Talk about what you are doing.
- Teach him to swish water around to rinse his mouth. Show him how to move his cheeks in and out.

Some children cannot tolerate the toothbrush in their mouths. Some can use a water pik or special sponge called Masti-Clean, which can be chewed to clean the teeth. Electric toothbrushes have been helpful for many disabled children.

As soon as your child is able to grasp, he can start to hold his own toothbrush.

- Help him move his arm in an up-and-down pattern.
- Let him do all he can, then you can add the finishing touches.
- His toothbrush can be attached to his hand (like his spoon) so that he can grasp it better.

Your child should gradually become more independent until he can brush his teeth by himself. A little planning and some inexpensive devices may be of help.

- Tie his toothbrush to the towel bar with a cord so he can pick it up if he drops it.
- Keep the brush and a plastic cup within easy reach.
- A sturdy step stool will help him reach the wash basin.

Most preschoolers will need help with the toothpaste. Teach him how to take the cap off and on. He could practice with an empty plastic tube. Show him how to put a little pressure on the tube to squeeze out just enough paste to cover the brush.

Bright, clean healthy teeth make a good impression.

BATHING

Bathing should be a happy, relaxed time for you and your child. He must feel secure, and you should not feel hurried.

Things to remember:

- Have all supplies ready before you begin.
- Move slowly and tell him what you are doing and what you expect of him. Some children startle easily around water and become tense and difficult to handle.
- If your child has a loss of sensation in any part of his body, be sure to check the water temperature carefully.

Bathing a disabled child is often difficult if he does not have good sitting balance. When you try to move an arm or leg to wash it, he tends to fall backward.

When bathing a child who cannot sit at all, use very little water so he can be bathed lying down.

- Use an inflatable suction cup bath cushion for his head.
- Use a non-skid mat on bottom of the tub to prevent sliding.
- Use a mild, non-stinging soap.

Some children can be bathed while sitting in an inner tube or inflatable swim ring for support.

Bath time is perfect for making your child aware of different textures and feelings in different parts of his body.

- Rub him briskly with a terry towel.
- Make him aware of different temperatures.
- Let him smell the soap; talk about the feel of the soap.

Children who can sit with support may be able to use a suction-type bath seat.

It is often best to put your child into the tub by holding his trunk and legs in a sitting position because it will be difficult to bend him once he is in the tub.

Some children cannot sit with their legs straight. A small stool with suction cup tips may be needed in the tub so the child can sit with knees and hips bent.

When he is sitting securely, he will be able to use his hands to help wash himself. A mit made of terry cloth might be easier to use than a washcloth.

At bath time, check your child for sores or skin irritations. See if his shoes are causing red spots. Does his chair cause irritation on his back?

A child who can stand can often get into a tub if he has a grab bar to hold to. Many bars are now commercially available in department stores.

Be sure to use non-slip mats to prevent accidents.

Aids for washing the hands and face can also be helpful in the bath. A bar of soap with a hole drilled through it can be hung around the child's neck with a piece of heavy yarn.

Towels can be anchored to the body to make it easier to dry the child:

- Cut a hole in a large bath towel so it can be draped over his shoulders. The child can dry himself by rubbing it against his body, instead of trying to hold the towel while drying.
- A small towel can be hung around the wrist with a loop of tape to prevent dropping the towel.

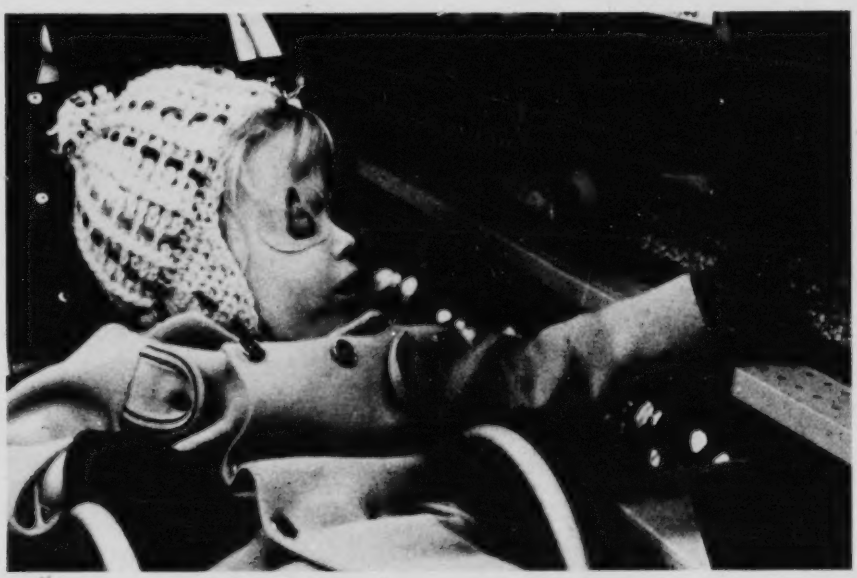
Most pre-schoolers have trouble with fasteners. Have them practice with buttons, snaps, and zippers on a Montessori-type board.

When a child has learned to comb his hair, he has achieved another victory in his battle for independence.

III. LEARNING TO THINK AND COMMUNICATE

All young children need guidance and encouragement. The child's home is his first world. His parents establish the climate for his attitude toward learning, toward language. The physically disabled child, not able to romp and explore with his peers, is even more dependent upon his parents to provide all types of experiences. He must learn to enjoy every new experience of an ever-expanding world that can be within his grasp and vision.

A child can learn many new words as his mother identifies the products on the grocery shelves.



Meeting up with new friends at the pet shop calls for some new words to name and describe the animal.

PARENT IS CHILD'S FIRST TEACHER'

Before a child enters school, his intellectual and thinking processes are stimulated or stunted depending on the efforts and interest of his parents. And thus, his whole attitude toward learning and his ability to learn are affected. Expose him to as many and as varied experiences as possible.

Communication is important at an early age; communication between child and parents, between brothers and sisters, and with friends.

You are the parent of a child who happens to have a physical disability, a child whose need for language, whose need to learn and understand words and sentences is as great as it is for any other child. He must learn to speak and to understand the world around him.

For three years, you, the parents, have been your child's teachers. During the first months, he listened and looked, and any sounds he made were meaningless. Yet, even in this first year, he was learning about the environment in which he lived, and he was beginning to develop language—a vocabulary of words that he understood.

During this time you recognized the importance of talking to your baby as much as possible—when you fed him, when you gave him a bath, when you helped him play with his toys. It was only by hearing words that your child developed language.

Even before he was old enough to speak, you made a definite effort to help him acquire a storehouse of words he understood by asking him to point out an object or to carry out an action.

He learned to identify his mouth, his nose, his eyes, his hand, his foot. He learned to identify "Mama," "Daddy" and other members of the family.

He learned to obey simple commands: "Come to Mama," "Give Daddy a kiss," "Throw the ball to Sister," and the like.

As he began to say words, the emphasis changed from "locating" to "naming." His first words were probably "Mama" and "Dada."

Then his speaking vocabulary expanded to include parts of the body and names of things he came in contact with day after day:

- bread, milk, ice cream, and other names of foods;
- ball, doll, car and other names of toys,
- shoes, coat, bib, pants, and other items of clothing;
- spoon, cup, potty, chair, bed, and similar common items in the home.

Throughout this time you realized the importance of talking with your child and engaging him in conversation. When he talked to you, you were careful to pay attention to what he had to say.

'TALK TO YOUR CHILD'

Young children learn by imitation, and you constantly provide the language for him to imitate.

Most young children have difficulty with certain sounds at first. In some instances the child needs ear training and not speech training. As soon as he listens and hears the sound correctly, he may pronounce it correctly.

However, since a physically disabled child may have a speech handicap as well, it is important that the parents recognize the existence of a severe speech problem early and that they seek professional assistance to help the child and to direct the parents in their efforts to improve the spoken words.

"Until the doctor comes," so to speak, the best advice to a parent to simply to repeat the word or sounds correctly immediately after the child speaks them incorrectly.

Parents are sometimes so anxious to hear correct sounds that they ask the child to repeat the words again and again until the child becomes so tense that even worse problems follow.

Children who have physical disabilities may have difficulty in adjusting to their limitations and may develop personality problems as they grow up. Everyone working with these children is trying to help them adjust so that they can have many satisfying experiences despite their disabilities.

A statement by a child specialist in a recent publication should be of special concern to everyone working with these children. As a result of a series of studies of children through adult life, it was noted that the child who does well in later life—who succeeds in school, who gets along well with people, and who adjusts well to every situation—has parents

- who provided a rich variety of objects and toys for play,
- who allowed him freedom to roam and discover,
- who gave attention to their child when he found something exciting or encountered a problem he couldn't overcome,
- who turned everyday situations into games, and
- (most important for language development) WHO TALKED TO THEIR CHILD.

In order to learn, a child must become a good listener. Parents can teach him the habit of listening at an early age. As you asked the child to identify an object or you gave him simple directions, he learned to listen.

Whenever you gave directions, you first checked to find out if the directions were understood, then made sure they were carried out. Clear, simple directions helped the child develop good listening habits.

Many games can be planned to develop good listening habits. Describe to the child the actions you want him to carry out and see if he can follow your directions. Tell him to touch his foot with one finger, cover both eyes, bring you a block, pick up the red cards, etc.

'TEACH YOUR CHILD GOOD LISTENING HABITS'

The game "Simon Says" gives an opportunity to teach good listening habits and an opportunity to learn new words. "Simon says to put your hands behind your head," "Simon says to wiggle your thumbs," etc.

Listening can be as important as speaking in the learning of language. When a child listens, he should be thinking, also. However, just because a child is quiet and seems to be paying attention doesn't mean that he is listening.

Read to your child as much as possible. Show him the pictures in his book and explain the pictures in terms of the story. First, identify the objects, animals, and people in the story. Then ask questions. "How do you know that Katy is afraid?" "Is she laughing?" "That's right, she's crying."

Even before he understands very much of what is being said, a very young child loves to have someone read to him. As he begins to develop a vocabulary, the story becomes more meaningful.

It isn't necessary that you read a different story each time. In fact, children enjoy hearing familiar stories over and over again.

But most important, while they are being entertained, they are learning to listen and are acquiring new words. Nursery rhymes and poems with good rhyming words are usually interesting to children, also.

Records and tapes can encourage listening. There are children's record players available that a small child can easily operate. A record player of his own will make it possible for him to listen whenever he wants.

His records should include both music and children's stories. If he has some favorite songs—and these might be current popular songs—he will enjoy playing them again and again.

Songs help children learn new words while affording them an opportunity to enjoy music. At this age music is an action art, and not a spectator art. The child may want to act out or sing along while he plays his record. Encourage him in this.

Records encourage good listening habits and teach new words.

YOUR CHILD FROM THREE TO SIX

From ages three to six, a child might be considered to advance through **stages**, rather than **ages**, in his language development. He begins with a short attention span and has a tendency to learn through activity. Have patience. His concentration and independent investigation will grow. The young child will exhibit keen curiosity about things and situations in his environment.

If your child is ambulatory, he can explore many things and places on his own. If he is bed-bound or wheel-chair-bound, you must provide the opportunities for exploration. Make him aware of sights and sounds and smells in his immediate environment: in hospital, home, neighborhood, park, zoo, stores. Do not present too many concepts in too brief a time, especially in the earlier stages.

Communicate casually as your work; at meal time, bath time, dressing time. Speak and LISTEN. When your child asks a question, listen attentively and answer him then. Sometimes plan a specific activity; for example, when doing the laundry, have the child assist in sorting and folding the clothes while naming the garments.

SPEAK to him

...slowly,

...distinctly,

...in simple sentences,

...giving limited directions,

...giving simple orders,

...creating opportunities for casual conversation.

LISTEN to him

...patiently,

...with interest

...without interruptions or corrections,

...respond appropriately,

...then praise his efforts.

Because your physically disabled child may have been unable to move around with ease at an age when most children are learning to crawl and are taking their first steps, he may have spent a good part of his time in one place, in one room, with no change of scenery. He, therefore, had little opportunity to explore independently the world around him. Because it was difficult to take your child to the store in a wheelchair, he may have been deprived of an experience most children have every week. To compensate, you should expose him to as many places and things, sounds and smells and tastes and sights as possible.

LEARNING BY SEEING. . .

Point out colors and shapes of clothing, of toys, and of other items around the home. Cut out circles, squares, triangles, diamonds in various colors. Have him identify the colors and shapes of various articles in the home, the yard, and the store.

Call attention to the colors of traffic lights, of buttons, of mailboxes, etc. Crayons and coloring books can add to this experience.

Converse casually (on a walk or during an automobile ride) about the things you see. Identify color, size, and any distinguishing characteristics.

Tour your home together, naming and pointing out objects—a chair, the bathtub, emphasizing size, shape, and use.

Look out the window, naming things the child can see. Look at pictures in books and magazines. Discuss them.

Provide a bulletin board for his room and post pictures and drawings for him to see and study, changing and increasing the number of illustrations as his vocabulary expands.

Name each new thing he finds in his environment, and ask him to repeat it.

LEARNING BY SEEING. . .

Observe numbers of objects. Begin by counting to five in order, memorizing them just as he learned his nursery rhymes. Then add the numbers through ten, always starting with one. Count buttons in a row; then reassemble them in sets of two's and count again.

Find many opportunities to count: cookies on a plate, monkeys in a cage, flowers in a vase, candles on a cake. Discuss how old he will be on his next birthday.

Help him learn the meanings of the terms "many," "few," "all," "bunch," "group," "first," "second," etc.

Teach him opposite terms: "big–little," "light–dark," "high–low," "long–short."

Note the passing of time: "day," "night," "today," "tomorrow," "yesterday." In time, he will learn the days of the week as you mention that "today is Monday," or "tomorrow will be Tuesday," "daddy will take us to the park on Sunday," "we'll go to church Sunday."

"The apple is 'small' and the lettuce is 'big'."

"The hat belongs to my friend at the firehouse."

Talk about people as they are observed: the milkman, the policeman, the bus driver, the fireman.

Allow the child to "play" with a mirror, asking him to describe himself. Note objects in relation to other objects: "in," "on," "under," "over," "behind," "around," "between," "next to," "in front of." Demonstrate putting a ball in a box, under a box, etc.

The art of listening is most important in the development of your child's intelligence and language skills. The attention span of the three-year-old will be from five to eight minutes, the five-year-old's from ten to twelve minutes. Read to him, play records, have him note sounds on the radio, and listen to the sounds around him.

Children's record players that are easily operated can be bought in toy stores.

LEARNING BY HEARING. . .

Encourage accurate listening. Ask the child to repeat exactly simple phrases and sentences.

Direct your child's attention to common things around him: the running of bath water, the whistling tea kettle, the frying of bacon. Introduce the appropriate words to describe the sounds. Have him imitate the sounds.

Provide simple music for listening.

Listen to the doorbell ringing. This would suggest for his vocabulary "visit," "friends," "neighbors," etc. If someone knocks, point out that one "knocks" with his "fist."

Listen to the clock striking. Learn the words "tick" and "strike." Ask him to count the strikes.

With his eyes closed, have him identify the sounds in his environment.

Children can learn new words while enjoying their favorite songs on record.

LEARNING BY HEARING. . .

Provide opportunities for recognizing sounds such as trees rustling and birds singing, loud sounds, soft sounds, happy sounds, sad sounds, animal sounds, mechanical sounds, high notes, and low notes.

A trip to the farm introduces the child to the "baa's" of the sheep and lambs. . .

As he goes out of doors, point out the many sounds he hears there:

cars	trains	birds
trucks	airplanes	dogs
sirens	lawnmowers	cats

A trip to a farm will provide a new set of sounds: a "cow" "moos" and gives "milk," a "horse" will "whinny" and people "ride" him; a "pig" says "oink" or "grunts."

He hears the "peep" of a little "chicken," and "cackle" of a "hen," and the "crow" of a "rooster." He may learn, also, the words "egg," "nest" and "feather."

The "duck" "quacks" and "swims" in the "pond." The "turkey" "gobbles" and his "tail" looks like a "fan." The "sheep" say "baa" and the young ones are called "lambs." The "tractor" is driven by the "farmer," to "plow" and "plant" "corn."

A trip the the zoo will reveal another series of sounds—the "roar" of the "lion" as you approach his "cub," for example.

. . . and to the "oinks" and grunts of the pigs.

LEARNING BY TOUCHING. . . .

The most effective way to add words to a child's vocabulary is for him to touch objects while learning their names. When he learns the word "chair," let him touch a chair. When he learns the word "grass," "mud," "rock," "cement," "water," let him get the feel of each object as he pronounces it.

Put different textured materials in a bag or box. Have the child identify their qualities: "hard," "soft," "rough," "smooth," "fuzzy," as he removes each object from the box.

Help the child discover that ice is "cold". . .

. . .and that the stove can be "hot".

Play a game, "I touch." The parent touches his nose, eyes, etc., while the child imitates and identifies each body part.

Provide malleable play materials: clay, mud, water, sand. Have him feel and identify sandpaper, cork, sponge, plastic.

Have him put his toys in a box or bag, close his eyes, and identify them by touch as he removes them.

Let him feel a kitten and know that it is "soft" and "warm." Let him feel ice, say the word "ice," and know that it is "cold" and "hard."

Let him contrast the feel of cold ice with the feel of warm water.

Many foods and articles in his environment can be identified by smell as well as by sight. Certain smells will suggest to the child the word identifying the object or food: smells such as coffee, peanut butter, lemons, onions, chocolate, peppermint, oranges, bananas, or apples.

Some flowers have no smell--especially paper ones.

LEARNING BY SMELLING. . .

Take your child on a smelling tour. Call attention to the smell of a rose, a lilac, a lily of the valley, tar on the street, steak broiling on an outdoor grill, a wet dog, rubber, gasoline, or a garbage can. With each stop on your tour, he will add a new word or phrase.

Point out the smells of the garden, flowers, newly-cut grass, or burning leaves.

Have your child identify home smells such as smells of certain foods, of soap, toothpaste, or perfume.

Compare the various smells as to "mild," "strong," "sweet," etc. Encourage the child to describe and express his feelings about the smells he encounters.

Many children's books on the market have added smells to the pictures. By merely scratching the picture, the smell of the object becomes very strong. A picture of an orange will smell like an orange, and candy cane will smell like peppermint.

During a visit to the farm, the child learns that not all smells in the country are fresh and clean.

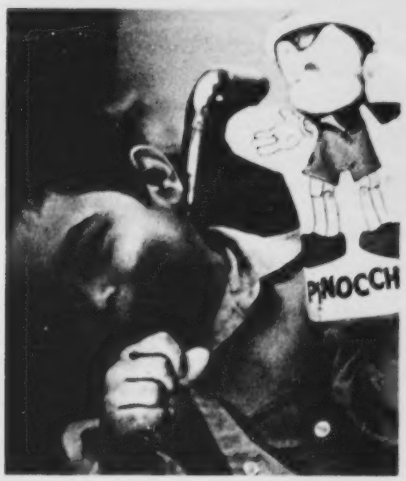
LEARNING BY TASTING. . .

By tasting, your child will soon build an index of foods he likes and those he dislikes. He also classifies the reasons for his preferences. He may like some sweet foods like candy, ice cream, cake, pie, and Kool Aid. He may enjoy some salty foods like popcorn, nuts, potato chips, and pretzels. He may even like sour tastes like pickles and lemons. He will probably dislike his bitter medicines.

The important thing is that HE, not his parent, decides what foods he likes. As you prepare a meal, name the vegetables and fruits you will serve and let the child touch, taste, and smell so that he will recognize the food next time. Have him name the foods.

As he eats breakfast, emphasize the difference between each type of cereal, difference in taste, texture, and in temperature (between hot and cold cereal).

In a game-like atmosphere, have your child close his eyes and identify foods by taste.



Hand puppets afford the child a chance for self-expression.

LEARNING BY COMBINING SENSORY EXPERIENCES

Discuss the changing seasons.

Study a tree in summer and winter. Give him the basic facts about trees: they are plants; they need soil, water, sun, and air. Show him an acorn or other seeds that produce trees.

Have a simple tasting-party at meal or snack time; contrast a piece of apple with a piece of banana, or a cookie with a piece of cake..

Let the child touch, taste, and smell as you name the fruits and vegetables you are preparing.

Have him plant some seeds and watch for the new plant to appear.

Use manipulatives: hand puppets for all kinds of dramatic expression.

LANGUAGE STIMULATION ACTIVITIES FOR THE NON-VERBAL PHYSICALLY-DISABLED CHILD

Although speaking and listening are important for the development of language for the physically-disabled child, involvements such as cerebral palsy, deformities of the mouth, or limited use of the speech organs may prevent the child from using speech in communication.

Assuming that intelligence and hearing are within the normal limits, one must remember that the child is aware of his environment and understands what is said to him—even though he is unable to produce sounds for speech. Parents can help to promote the child's language growth through development of a system of non-verbal, organized, specific, meaningful symbols, which the child can use to express his needs, wants, emotions, and feelings.

The basic concern is to stimulate language growth through some type of language expression. It is not to teach him sign language specifically. However, sign language may be taught to the physically disabled child who cannot express himself through speech; no longer is it limited to persons with impaired hearing.

If your child is unable to speak, his efforts to express his needs and desires have probably been in the form of grunts, shouts, screams, tears, pointing, nodding, or shaking his head. A three-year-old child understands words, and words constitute vocabulary. Words used singly or in groups to express an idea result in language, and language is communication—regardless of its form of expression.

By the time a child is three years old, he should have developed some signs to express his basic needs. If he has not, it is not too late to start.

The Alphabet

LANGUAGE ACTIVITIES THROUGH USE OF SIGN LANGUAGE

Hints to Parents

1. Learn the manual alphabet and simple basic signs. (Material is available through the Chicago Hearing Society and the National Association of the Deaf)
2. Watch children's programs on T.V. which use signs in addition to speech. Your child will learn these quickly. (Some T.V. listings will indicate the time and station of such programs.)
3. Practice using signs with your child to develop eye contact, memory, and coordination. A good beginning is with little finger games.
4. **Speak as you sign.** This is most important in developing hearing awareness and visual acuity, along with manual coordination.
5. Once your child learns to sign, **you** speak, and he responds with a sign.
6. Teach and expect from your child only appropriate and meaningful responses.
7. When speaking to the child, use simple sentences and speak slowly.
8. Be sure the child understands what you say. Be patient! Do not expect a quick response. It may take a while for the child to coordinate all the senses necessary to respond appropriately. This is especially true of a child with cerebral palsy.

HOW TO BEGIN TEACHING SIGN LANGUAGE

1. Casually teach the sign for "yes" and "no" by using it as you speak. Have the child imitate.

   When the parent asks a question, the child responds with a yes or no sign.

   The parent may ask, "Are you hungry?" The child then signs "yes" or "no".

2. Teach a sign for each of the various items in the child's daily routine.

   For example, the parent may ask, "What would you like to eat?". The child might respond with the sign for "bread and butter."

3. The child then initiates communication on his own.

   He might sign "I want some water." or "I want to go to the bathroom."

This form of communication can be expanded according to the child's ability and maturity, constantly building and increasing the child's total language activities.

Through enjoyable activities, the child will learn to help, to take turns, and to take responsibilities. As his ability to express himself increases, his frustrations will decrease and he will participate more actively in family activities.

The following are suggestions for activities that the parent may use with the child to increase language growth. Each child and each parent must develop his own activities to meet his own family structure.

Symbols for each activitiy should be taught as the activity progresses.

Helping mother bake cookies can provide opportunities for learning.

SOME SPECIFIC ACTIVITIES TO PROMOTE LANGUAGE GROWTH

AT HOME—

1. In the kitchen:

   Helping Mother bake cookies will include these activities:

   Preparing the dough
   Cutting the cookie batter
   Heating the oven
   Listening for the timer
   Smelling the baking

   LANGUAGE: The child will probably want to use these expressions: "Bake cookies". "Feel the dough." "The oven is cold (or hot)." "The cookies are ready." "I smell the cookies." "I want the big one." "We made cookies." "How long will it take?" "Mother cut the cookies." "I helped."

   LEARNING: The child will now understand the concepts of

   size—shape—safety—texture—sharing—baking.

   He will become aware of temperature, texture and smells.

SOME SPECIFIC ACTIVITIES TO PROMOTE LANGUAGE GROWTH

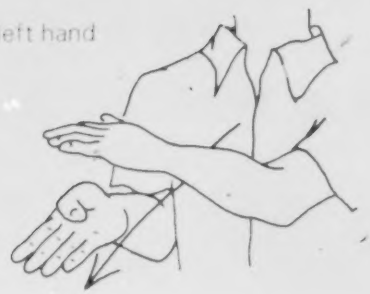
SIGNS:

COOKIE

Fingertips touch palm, twist and touch again (cookie cutter)

BAKE

Right B slides under left hand



TIME

Tap wrist

CUT

Snip off end of middle fingertip of flat left hand

DOUGH

Circle D on back of S

HELP

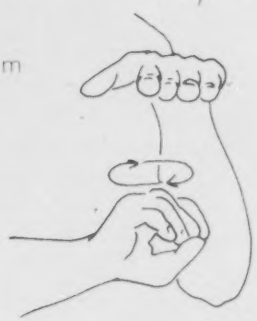
Palm pats bottom of S

SMELL

Palm-in hand near chin rises past nose twice with the "fumes"

OVEN

O circles under palm



2. At Mealtime

ACTIVITIES:
- Setting the table
- Selecting foods
- Preparing foods
- Making a sandwich
- Tossing a salad
- Making Jello, pudding, or toast
- Squeezing organges

SIGNS:
- fork–spoon–knife–table–napkins–make–toss–set–eat–drink–pop.
- Names of foods
- plate–cup–saucer–bowl–pot–glass

LANGUAGE ADDED:
- (Child's responses in signs)
- Set the table–Time for lunch–I'm hungry–I like. . .That's good–Please–Thank you

LEARNING:
- Use of proper table utensils,
- Ingredients in different foods,
- Responsibility for helping.
- The differences in foods, likes and dislikes, tastes, smell of popcorn, expression of hunger or thirst, sound of corn popping.

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3. In the Bedroom

ACTIVITIES:
- Getting ready for bed
- Making the bed
- Getting undressed
- Turning out the light
- Saying prayers (if part of family custom)

SIGNS:
- Tired, bed, bedroom, sleep, light, pajamas

LANGUAGE:
- I'm tired–Time for bed–Turn out the light–Good night–It's dark outside

LEARNING:
- Need for rest, night and day, dark and light

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4. In the Bathroom

ACTIVITIES:
- Going to the bathroom
- Washing hands
- Taking a bath

SIGNS:
- Bathroom (This should be one of the first signs that the child learns. An acceptable sign that can be understood by most everyone is the manual sign for "t". The child should be encouraged to use this sign instead of pointing or grabbing at himself.) wash–go–take–bath–soap–towel–hands–clean–dirty

LANGUAGE:
- My hands are dirty–Help me–Please give me the towel–Where is the soap–I have to go to the bathroom–I washed my hands–Close the door

LEARNING:
- The difference between clean and dirty, acceptable expression of basic body functions, cleanliness, good health practices

AGAIN, A REMINDER: these signs are used by the child to help him express himself ONLY if he is unable to do so by using speech.

5. In the Backyard

ACTIVITIES:
- Pulling weeds
- Smelling flowers
- Watching things grow—trees, plants, flowers
- Observing birds—flying, nesting, bathing, eating
- Picking and arranging flowers for giving to others
- Shoveling snow
- Making and throwing snowballs
- Watching snow melt

SIGNS:
Weeds—flowers—trees—birds—snow—cold—warm—wet—fly—pretty—smell—pull—throw—melt

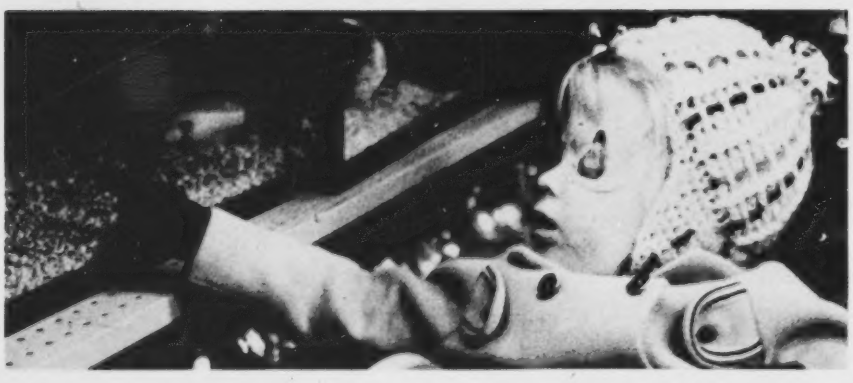
LANGUAGE:
Pretty flowers—Birds fly—See the bird—It's hot—Its' cold—I'm hot—Let me smell the flowers.

LEARNING:
Cold, hot, wet, growing things, changes of seasons, awareness of nature and of the universe

"I have the most fun in winter throwing snowballs."

6. Out In The Neighborhood

Like the home, the neighborhood in which the child resides is an extension of his immediate environment. As he matures and becomes more independent, he will depend a great deal on the facilities around him. The parent can begin early to give the child experiences that acquaint him with the places in the neighborhood and with their purpose. In addition to affording language growth opportunities, it will serve to build his confidence.



Take time to answer the child's questions and help her develop a sign for each new thing she sees.

VEHICLES SEEN IN THE NEIGHBORHOOD:

Point out to the child and teach the signs for car, bus, airplane, train, fire truck, ambulance, and police car.

The child should be taught to recognize these by sight and sound and to know their function.

ACTIVITIES:

At the Grocery Store

Selecting different foods—meat, cereals, vegetables, pet foods

Paying for items bought (Teach the child the signs for money)

Helping push the cart

Counting items in the cart

At the Drug Store

Buying medicine

Selecting comic books, gum, candy

Paying for items bought

At the Barber Shop

Getting a haircut

Paying for it

At the Laundromat

Taking clothes

Putting clothes, soap in washer

Putting wet clothes in dryer

At the Candy Store

Buying an ice cream cone

Selecting penny candy

SIGNS:

Teach signs for any words or expressions that are new to the child. Do not assume that he knows the purpose of each store

LANGUAGE:

Any new words or phrases associated with the place or the activity

LEARNING:

Different functions of each place visited

Buying and paying

Value of items in the stores

Shopping

Independence in selection of items in the stores

"When we go to the grocery store, it's hard to decide which machine to put my penny in."

COMMUNITY HELPERS:

Teach the child to recognize firemen, policemen, mailmen, delivery men, meter readers—and explain the work of each person.

SAFETY:

Make the child aware of

Proper way to observe traffic signals

Safe and dangerous areas for playing

Talking to strangers

Seasons and Holidays

Holidays are joyous times and provide a wealth of experiences for language growth. A parent can guide the child by initiating creative activities in which the child actively participates.

ACTIVITIES:

Christmas
- Buy and trim a tree
- Shop for or make gifts
- Wrap gifts

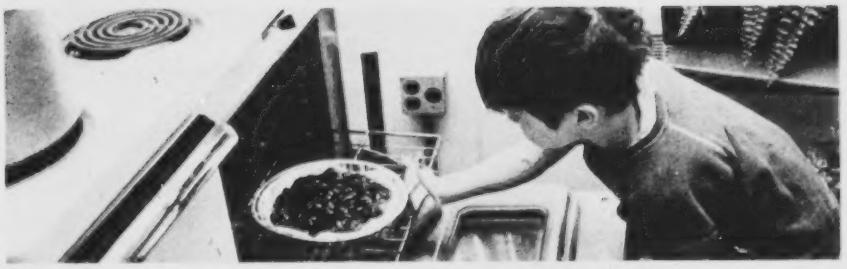
Easter
- Color eggs
- Have an Easter egg hunt

Birthday
- Bake a cake
- Invite friends
- Plan a party
- Write invitations

Halloween
- Carve a pumpkin
- Put a light in it
- Make a costume

Valentine's Day
- Make valentines
- Address and mail valentines
- Encourage others to send Valentines to the child
- Plan a party

Thanksgiving
- Learn about others
- Prepare a turkey
- Point out reasons for being thankful



Allowing the child to help make a cherry pie on Washington's Birthday can help fix the importance of this holiday.

SIGNS, LANGUAGE, and vocabulary can be developed for each holiday.

LEARNING: Love, the joy of giving, happiness, doing for others, excitement of holidays generated through busy holiday activities. The child will enjoy holidays much more if he has been given the means to express his feelings and emotions to others.

"The most fun will be this afternoon when we put on our Halloween costumes."

TAKE TRIPS. . .

Take the child on a trip to the zoo, to the farm or to a big city, to the beach.

Ride a bus, train, boat, or airplane. Take the child on a long trip away from familiar surroundings to give him some awareness of his world, of its size, and of its vastness.

A REMINDER: THESE SIGNS ARE TO BE USED BY THE CHILD TO HELP HIM EXPRESS HIMSELF **ONLY** IF HE IS UNABLE TO DO SO BY USING SPEECH.

(Editor's Note: The first example "In the Home" merely shows ways of using signs. Manuals for teaching and using sign language are available from the National Association of the Deaf. Complete titles and addresses are given in the appendix section.)

I can count one-two-three-four-five crackers.

I'm sitting on the "round" mat.

IV. LEARNING TO LIKE MYSELF AND OTHERS

Watching your child grow in his early years is most rewarding. Getting to know him and helping him to know and understand himself can be a wonderful experience for you and your child. The development of self-awareness must begin at an early age but can be affected by a physical disability. The disabled child will need support and guidance in learning about himself, his family, and the world around him.

Parents of disabled children must understand that realistic expectations will determine how well the child is able to communicate and function within his environment, not only in the early stages of life, but as a child and ultimately as an adult. Mother and Father should work together in helping their child attain this goal.

The development of a personality which will aid the child in seeing himself as an individual in his own right, as an individual possessing a feeling of worth, of self-esteem, and of trust in himself and others depends upon you and the manner in which you accept him—first, as a child; and secondly, as a child with a disability. This acceptance is probably the major factor in helping the child and you to cope with the many obstacles with which you will be faced. Concentrate on the positive; the outcome will prove to be more successful.

Make sure he has playmates near his own age.

'WHO AM I?'

Your child needs to feel wanted, needed, and loved. He needs to know that you enjoy having him around.

Continue to show your love for him. When he was little, you held him and hugged him. As he develops, just a pat or a touch with your hand may be sufficient to let him know he matters to you. The tone of your voice also shows your love.

Help your child understand that he is a unique and important individual. Be sure he knows his name and responds when called. Address him by name when talking to him. Talk to him as a person in his own right.

All children need a place of their own. Your child's play area may have to be confined because he has difficulty handling toys and other objects.

Very early he needs the experience of exploration and movement. A large mat or quilt on the floor allows him to expand his world. He may need help in actually moving about. Help him in his attempt at rolling or crawling.

Be patient with his halting attempts to speak, even though the words may be unintelligible at first. Make a real effort to understand. Try to know what he is thinking and feeling. Even if he can't talk, his expressions and gestures can carry the message.

Don't anticipate his every wish. Give him a chance to let you know what he wants. Don't talk for him. No matter how involved his speech may be, give him the opportunity to express himself—and try to understand him.

Every child needs a feeling of success and a lot of the "let me try it" attitude. The child with a physical disability must not be denied the feeling of happiness and self-worth gained through the successful accomplishment of the simplest task.

Find opportunities for him to experience success. Select activities which he can do by himself, depending on his physical limitations. Study the problem and try to find ways for him to do it successfully. Simple puzzles are good, but you may have to attach a spool to each piece so that he can grasp it.

Oftentimes your patience provides the environment which says "You are capable." Do give him time to work out his task, whether it be grasping a spoon or a crayon, stacking a block, or putting a hand in a sleeve.

Don't over-protect him. Give him opportunities for new experiences. You can take ordinary precautions, of course, but don't smother him in the process.

A child may express himself more easily through another character or a puppet.

'WHO AM I?'

Failure is inevitable, but it is also a part of growing up. Help him realize his limitations as a disabled child, but at the same time don't underestimate his capabilities nor his "drive" to want to do for himself.

Attention span is limited in young children. Allow for expansion of play areas into other rooms, outside the house, into the neighborhood.

'WHAT AM I?'

When he was an infant, your child thought only of himself and his own needs.

"I have two eyes, too."

Find activities the child can carry on by herself, despite her limitations.

Provide a mirror which he can touch and in which he can see himself, in order to give him a better sense of "selfness".

He first got acquainted with his body by staring at his hands, by chewing on his fist or sucking his thumb. You played "This Little Piggie" or "Snatch My Nose," and he learned that he had toes and feet.

Your child should have some idea of the amount of space his body needs, where he is in relation to the others in his environment and where and when certain activities occur—such as going to bed at night or the times and places for meals.

The child should know he is a boy just like his daddy, or a girl just like her mother. He should know how he fits into the family.

Continue to develop in your child an awareness of himself and his body. Can he indicate the various parts of the body? From the time that he smiled and laughed at the "peek-a-boo" game, he has continued to become aware of other parts of the head.

Games such as "This is my mouth," "Show me your nose," or "Where is your ear?" provide a continuing knowledge of himself.

Talk about the parts of his body as you dress him. "Give me your arm," and "I'm going to put your shoe on this foot."

When your child knows and can identify the parts of his body, he should begin to understand their use—"I see with my eyes," "I hear with my ears," "I smell with my nose."

THE FAMILY

Your child needs to be aware that he is part of a family.

Strive to create a wholesome home life, directed and controlled to produce the best results, even when things seem to be going wrong.

Help the other children in the family to understand and accept his disability as one of those unfortunate things that can happen to anyone, like defective eyesight or a weak heart.

Don't neglect to show them the same warmth and affection that you show your disabled child, and don't make them resent him by showering all of your attention on him alone.

Don't talk about the child in his presence as if he were an object or had no understanding of what you were saying.

Include him in family gatherings, but do not make him the center of attention. He should not be exhibited or asked to show his disabilities. Treat him as you do the other children.

Does he know about his family? "Jane is my sister," and "Daddy goes to work" Include him in family projects, allowing him to participate in a meaningful way within his capabilities and limitations.

Normally, a child learns a great deal from give-and-take with other children in the family. Endless childhood situations help motivate him physically and emotionally. The only child, if disabled, misses these experiences.

Your child's understanding of his particular limitations is a vital part of his psychological training. Help him face his limitations and know exactly what they are.

Your child should learn to greet friends of the family according to his abilities—a polite response if he can speak, or a smile or a nod of his head.

His social attitude toward people should be the same as that of any other child. He should be taught common courtesies and instructed not to seek the center of the stage or hold the attention of others too long.

He should have a growing awareness of other family members—grandma and grandpa, aunts and uncles.

Help him expand his universe. Help him understand that other people have rights and needs, too, and that he cannot expect to be the center of attention all the time.

Separation from mother goes in three stages. from being unable to do so, to being separated only as long as he can see his mother, to being able to separate completely from his mother for short periods. By the time he is ready for school, he should have reached the place where he can leave mother for lengthening periods of time without becoming too unhappy.

Many children with disabilities must face separation at an early age for hospitalization, and it is best to prepare them early.

Prepare the child at an early age to accept separation from her mother.

THE FAMILY

Sympathy should be expressed in moderation and indicated only by tenderness and kind words.

Explain your child's disability to grandparents and other relatives (but never in the child's presence). Discourage them from being too sympathetic or protective. Let them take their cue from your acceptance and management of the child.

THE NEIGHBORHOOD

Gradually introduce him to an expanded environment.

Leave him with "qualified" others—occasionally at first—perhaps a grandmother or an aunt he knows. Later he can be left with a competent babysitter, providing the sitter is instructed concerning any special techniques or considerations she needs to know in order to handle him. Mommy and Daddy need a chance to get out by themselves once in a while.

Let him get outside as much as possible. Have a sandbox in the yard where he can play. Take him out in winter on a sled. Let him feel the snow. Help him make a snowball and throw it with your help if necessary. Above all, give him as many new experiences as possible.

Introduce him to new environments outside the home. Take him next door to visit the neighbors or to the park to swing. Take him shopping with you. Talk to him about these experiences. He needs to learn there is a world outside his home.

Make sure he has a playmate near his own age, particularly if he has no brothers or sisters. Invite other children to your home and make sure they enjoy themselves.

Provide opportunities for your physically limited child to develop this world outside his home. Include him in family excursions. It may mean calling ahead to determine what barriers exist. Your host can be helpful in solving these problems.

Playmates in the same age group should be encouraged to have the same attitude toward your disabled child as toward each other. The adult should help the children understand that this child cannot help his physical condition, but is very much an individual. Your attitude will help determine the attitudes of other children.

Help him learn to make a snowball and throw it.

THE NEIGHBORHOOD

Your child should be taught how to get along with his friends—not to let them do too much for him nor feel neglected if they don't choose him for a group. You can explain carefully and frankly that he can make up for his physical difficulties by being someone other children like to be with.

Provide milk and cookies and find some activity both your child and visitors can share, such as listening to a story or playing with a ball. It is important that the children want to come back again.

Neighbors may be misinformed regarding the child's disability. A frank discussion with them can correct these misconceptions. Specific characteristics of the disability should be described to close neighbors, friends and relatives to help them understand. This brings about an easier adjustment for the child among his playmates.

Early childhood education is essential to disabled children. You, as the parent, are his first teacher and play an essential and continuing role in both his formal and informal education.

Invite other children to the home and plan fun activities so that they enjoy their visit.

Early childhood special education programs for disabled children are available in many communities—explore the possibility of such a program for your child.

An alternative would be enrollment in a local nursery school if they will accept children with physical limitations. The disabled child who has the advantage of a nursery school education can learn to get along with other children before his difficulties become a barrier in his relations with playmates.

Teach your child to share with his friends.

GUIDANCE

Your child needs to like himself. Praise him when he does well. Be honest. Show your pleasure, not only by words, but also by the tone of your voice. He will respond to rewards and to a hug or a pat—touch is important.

Treat your physically-disabled child as you would treat any other child and expect him to comply with your demands within his physical limitations. Do not let him use his disability as an excuse for not doing something you know very well he can do for himself.

Try not to show your frustrations over his inability to accomplish what you think he should be able to do. This may prevent him from feeling good about himself.

"I'm calling Grandma."

Encourage your child to take an active part in simple tasks and chores.

Don't be afraid to set limits. He needs to know the boundaries—what is right and where the "no-no's" are. Your child will step outside these barriers—he will test you. Be firm but fair. All children need and appreciate guidance.

Frustration is inevitable. Help him learn to control his temper tantrums. They're normal at this age. Don't give in to crying. Try to divert his attention or joke him out of it, or remove him to a place of his own until he gets over it.

If he fails, teach him to "try, try again," but don't push him beyond his frustration point. Tell him, "You can try it again later."

Let him learn to take turns and to share his toys and other possessions with other children.

The child wants to be told what to do. He has a great desire to please and needs praise for his accomplishments.

RESPONSIBILITY

Give your child responsibility. Encourage him to take an active part in simple tasks within his limitations. Remove barriers to allow for his involvement. Your child will feel important and useful. Begin in his room with his own possessions. Can he put toys in a sack, in a toy box, or can he reach a shelf?

Making decisions is not only for mommies and daddies. Your child has the right, also. Allow your child this opportunity.

Begin with decisions that are simple. "Do you want to wear your red sweater or your blue sweater?" "Shall we play with the big blocks or the little ones?" (Note that sometimes "we" play. He needs to share with you, the parent, but don't forget he also needs time alone.)

V. ACTIVITIES TO HELP A CHILD LEARN TO LIKE HIMSELF AND OTHERS

STAGE I

ACTIVITY/MATERIAL	PURPOSE
Be sure child knows his first name. Call him by name. Also, "I am a boy," "I am a girl."	Enhance self image/identity Early sex discrimination
Games to name parts. Play "Do As I Say," – "Touch your nose; touch your eyes; touch your ears; touch your mouth." Do the same with eyes closed.	Body image Identity of body parts
Let child see himself in a mirror and touch parts, using two hands. Let him locate self in photographs (also others).	Body image Ability to follow direction
Use a simple marker to identify child's toys and possessions (red circle or blue square).	Sense of possession
Simple people puzzles (3-8 pieces). Assemble and cut up paper dolls.	Body image Early problem solving Relating to others
Give child simple choices – "Do you want a chocolate cookie or sugar cookie?" "Do you want to wear your blue dress or yellow one?" (red, blue, yellow)	Early decision making Early color discrimination
Listen to child when he tells you what he has been doing.	Expressing self
"Let's put your toys away. You find a blue block and I'll find a red one. Now you find a yellow block and I'll find a blue one." Help put toys away. Give praise.	Simple chores/early responsibility training Important family member Pride of accomplishment Color discrimination

STAGE I

ACTIVITY/MATERIAL	PURPOSE
Finger paints (red, blue, yellow). Child allowed to move fingers in any way - horizontal, vertical, or circular motions. Can use mud, sand or flour.	Independence Pride of accomplishment Color concepts.
Allow child to have a large mat or quilt to move as he is able. Help him roll or crawl. Give him a large box to crawl into.	Place of his own Independence
With a doll or teddy bear or stick figure, name parts and move parts: teddy bear stands, sits, does summersaults, jumps, lies down, claps hands.	Relating to others How body functions
Let child play with daddy's shoes and baby's shoes.	Beginning of self care Size relationships Pretend games/relating to others
Take apart toys such as old coffee percolater or nesting blocks. Large dolls to undress and try to dress.	Early self care motions Size relationships Relating to others and environment
Play with other children two or three at a time. Children will play alongside of others first, then actually together.	Group responsibility and relationships

STAGE II

ACTIVITY/MATERIAL	PURPOSE
Continue naming parts of body – arms, legs, elbows, hips, shoulders, chin, knees, etc. Continue using mirrors, dolls, and other people. Learn first and last name.	Strengthen social awareness Enhance self image Relate to others Location of parts/naming them
Rhyming games – "Find your nose; touch your toes," "Take a nap; put your hands in your lap."	Location of parts Early listening skills
Game - "I see with my_____." "I smell with my_____." "I blink with my_____." "I hear with my_____." "I clap with my_____."	Function of body parts Appreciation of parts and use
Games – "Do As I say," or "Simon Says." Clap hands, bend arm, touch toes, hands on head, close eyes, cover ears, touch knees, open mouth.	Combine knowledge of names of parts with use
Continue marking child's possessions with circles, squares, or any symbol he will recognize.	Sense of possession
Puzzles (people and animals). More difficult and increase number of pieces. Let him profit from his own mistakes.	Problem solving/profit from failure Body image Relating to others
Funny Bones (Parker) – Put into positions. Mannikin – Take apart and put together.	Body parts and relationships
Answer questions – "Why can't I run?" Make it simple and to the point.	Helps child understand his worries and makes him more apt to display acceptable behavior
Games – To take turns; no one should always be first, nor last. Play with other children.	Social awareness Interaction with other children Acceptable behavior.

STAGE II

ACTIVITY/MATERIAL	PURPOSE
Learn names of members of family. Who is oldest, youngest, etc. Know grandparents, relationship.	Importance of being a family member Social awareness
Simple chores – put toys away alone, bring mail in, put grocery cans away, tell mother if baby cries.	Follow simple directions Sense of responsibility Important family member
Continue finger painting (sand, mud, flour); increase ways – tip-toe with fingers, make circles, add face features, make a race track, make giant steps, make baby feet (side of fist then finger tips). Display child's work.	Self expression Relating to size, color, etc. Use of imagination Good activity to discharge feelings Pride of accomplishment
Excursions – grocery store, Sunday School, zoos, picnics, restaurants.	Needs to expand world Short periods of separation from mother

Moving arms and legs together to form Angels-in-the-Snow.

As he looks in a mirror, ask the child to touch his nose, his mouth, his ears. . .

STAGE II

ACTIVITY/MATERIAL	PURPOSE
Secret places – may be a carton or a large crawl-in block.	Needs place of his own
Sand box play. May need to adapt a chair that sets into sand.	Self absorbed play Independence
Continue to let child play on large mat alone and with other children.	Independence Relationship with other children
Continue to give child opportunity to make choices. Toys should require some thinking to manage.	Decision making Problem solving
Role playing – Hats, adult clothing for dress up, play house. Pretend play-hand puppets – Pretend to be mother, daddy, cowboy, fireman, baby.	Act out frustrations and angers Adult roles Social development Size comparison Identification with appropriate sex

"Today I'm a Mommy and I'm going shopping."

Finger painting is a good activity for self-expression and for discharging feelings.

STAGE III

ACTIVITY/MATERIAL	PURPOSE
Child knows first and last name, learns telephone number and address, knows age, knows family members. Make a game of this – "Jimmy is your big brother." Add aunts, sisters. "She is a girl."	Self-identity Family membership Social relationship Improve on level of ability attained by Levels I and II
Games for continued knowledge of body parts and functions – silly stories, mixed up stories, guess who stories.	Body image Relating to others Listening skills
Yes–No Game – Our feet are at the end of our arms. You have two heads. Your eyes do not close. We stand on our heads.	Body parts and function Listening skills
Make plaster mold hands; fit hands into wood cutouts or plaster mold hands. Trace and cut out paper hands.	Finger and hand discrimination
Continue marking child's possessions. Begin printing child's name along with symbol you have been using.	Self-identify Pride of possession
Simon Says Game. This can be used to practice knowing body parts; increase number of parts (shoulder, hips, ankles, chin, wrist, fingers, etc.), hold up thumb. Imitation games.	Increase knowledge of body parts Listening skills Follow directions
Silhouettes of self – Lie on back on large piece of paper. Trace with felt pen or crayon. Let child color in parts. Display.	Self-identity Body image Pride of accomplishment Comparison of sizes
Puzzles of increased difficulty.	Deductive thinking Problem solving

STAGE III

ACTIVITY/MATERIAL	PURPOSE
Finger plays – "I have ten little fingers and they all belong to me. (hold up hands) I can make them do things, would you like to see? (fingers spread apart) I can make them jump high; I can make them jump low. (hand high, then low) I can fold them in my lap and keep them just so." (fold in lap)	Finger discrimination
Hands and body parts – "My hands upon my head I place, on my shoulders, on my face. On my hips, I place them so, now behind my back they go. Now I raise them up so high. Make my fingers fairly fly. Now I clap them 1-2-3; then I fold them silently."	Body image Early concepts Pride of accomplishment
Continue role playing with clothing to put on and take off. Use dressing frames or dolls.	Practice in early self-care activities
Play with other children (2-5). Neighborhood excursions. Large play equipment (tricycles can be adapted, slides, swings, etc., large mats, merry-go-round).	Separation from mother Relationships with other children Independence Confidence in ability Sharing of toys, learning to take turns

STAGE III

ACTIVITY/MATERIAL	PURPOSE
Angels in the Snow – arms and legs moving together.	Increased difficulty in knowing and using body parts
Record player.	Pride of possession Decision making Listening skills Sharing Self independence
Chores; increase number and difficulty. Wants to please. Wants to be told what to do. Praise the child when he does well. Expect child to put his toys away.	Responsibility Importance as family member Desires to please Pleased with self when he does well
Telephone experience. Learn telephone number. Practice with toy phone, then using real phone call daddy, grandma, etc.	Self independence Self confidence Pride in accomplishment

The child wants to please and finds satisfaction in doing an adult activity well.

Increase the number and difficulty of assigned chores as the child grows older.

APPENDIX

GLOSSARY

Balance—Not falling over, ability to keep a steady position

Body Image—Complete awareness of one's own body and its possibilities of movement and performance. (Chaney, p. 134)

Cerebral Palsy—Disorder of posture and movement resulting from brain damage.

Kinesthetic—The sense that yields knowledge of the movements of the body and position of the joints.

Kinesthetic Self—Self reavealed in child's posture and in his motor control. The way in which he discovers space in relationship to his "self." Way in which he gains a sense of self.

Malleable—Capable of being shaped or molded.

Mobile—Able to move about easily.

Motivation—Making a child **want** to move, or speak, or progress in a certain direction.

Motor Patterns—The way in which the body and limbs work together to make movement possible.

Movement—Change of position.

Perception—Awareness ability to recognize stimuli. The bridge between human beings and their environment.

Physical Self—Development of body image concepts. The way one regards his own physical self.

Positioning—Alignment of head and trunk.

Psychological Self—Sense of Identity. Sense of worth. Personality development. Sense of trust and belonging.

Self-Awareness—The total view or concept of one's "self."

Therapy—Treatment for a disease or disability.

Physical Therapy—Treatment of disease or disability by physical or mechanical means, as massage, exercise, water, heat.

Occupational Therapy—Treatment of disease or disability by physical, and/or mental activities.

DEVELOPMENTAL ATTAINMENT FORM*

AGE	POSTURE & LOCOMOTION	MANIPULATION
3 months	A. Does he support himself? B. Does he hold his head up steadily while on his stomach?	A. Are his hands usually open at rest? B. Does he pull at his clothing?
6 months	A. Does he lift his head when lying on his back? B. Does he roll from back to front?	A. Does he transfer a toy from one hand to another? B. Does he pick up small objects?
9 months	A. Does he sit for long periods without support? B. Does he pull up on furniture?	A. Does he pick up objects with his thumb and one finger? B. Does he finger-feed any foods?
12 months	A. Is he walking (alone or with hand held)? B. Does he pivot when sitting?	A. Does he throw toys (objects)? B. Does he give you toys (let go) easily?
18 months	A. Does he walk upstairs with help? B. Can he throw a toy (while standing) without falling?	A. Does he turn book pages (2 or 3 at a time)? B. Does he fill spoon and feed himself?

*Capute, Arnold J. and Biehl, Robert F. "Functional Developmental Evaluation"

DEVELOPMENTAL ATTAINMENT FORM (cont.)

AGE	LANGUAGE	SOCIAL
3 months	A. Does he laugh or make happy noises? B. Does he turn his head to sounds?	A. Does he smile at you? B. Does he reach for familiar people or objects;
6 months	A. Does he babble, repeat sounds together (i.e., mum-mum-mum)? B. Is he frightened by angry noises?	A. Does he stretch out his arms to be picked up? B. Does he show his likes and dislikes?
9 months	A. Does he understand "no-no," "bye-bye"? B. Will he imitate any sounds or words if you make them first?	A. Does he play any nursery games (peek-a-boo, bye-bye)? B. Does he hold his own bottle?
12 months	A. Does he have at least one meaning ful word other than "mama", "dada"? B. Does he shake his head for "no"?	A. Does he cooperate in dressing? B. Does he come when you call him?
18 months	A. Does he have at least 6 real words beside his jargon? B. Does he point at what he wants?	A. Does he copy you in routine tasks (sweeping, or dusting, etc.)? B. Does he play in the company of other children?

DEVELOPMENTAL ATTAINMENT FORM (cont.)

AGE	POSTURE AND LOCOMOTION	MANIPULATION
2 years	A. Does he run well without falling? B. Does he walk up and down stairs alone?	A. Does he turn book pages one at a time? B. Does he remove his own shoes, pants?
2½ years	A. Does he jump, getting both feet off the floor? B. Does he throw a ball overhand?	A. Does he unbutton any buttons? B. Does he hold a pencil or crayon adult fashion?
3 years	A. Does he pedal a tricycle? B. Does he alternate feet (one stair per step) going upstairs?	A. Does he dry his hands (if reminded)? B. Does he dress and undress fully including front buttons?
4 years	A. Does he attempt to hop or skip? B. Does he alternate feet going downstairs?	A. Does he button clothes fully? B. Does he catch a ball?
5 years	A. Does he skip, alternating feet? B. Does he jump rope or jump over low obstacles?	A. Does he tie his own shoes? B. Does he spread with a knife?

DEVELOPMENTAL ATTAINMENT FORM (cont.)

AGE	LANGUAGE	SOCIAL
2 years	A. Does he talk in short (2-3 word) sentences? B. Does he use pronouns ("me," "you," "mine")?	A. Does he ask to be taken to the toilet? B. Does he play in the company of other children?
2½ years	A. Does he use plurals or past tense? B. Does he use the word "I" correctly most of the time?	A. Does he tell his first or last name if asked? B. Does he get himself a drink without help?
3 years	A. Does he tell little stories about his experiences? B. Does he know his sex?	A. Does he share his toys? B. Does he play well with another child? Take turns?
4 years	A. Does he say a song or poem from memory? B. Does he know his colors?	A. Does he tell "tall tales" or "show off"? B. Does he play cooperatively with a small group of children?
5 years	A. Can he print his first name? B. Does he ever ask what a word means?	A. Is he a "mother's helper"—likes to do things for you? B. Does he play competitive games and abide by the rules?

DEVELOPMENT AND GROWTH CHART

Part I

0 to 3 Months

Hold, cuddle
Talk and sing to the child.
Learn to position the child properly.
Provide a mobile over his bed or crib to help develop eye coordination.
Move toys or objects within vision range to improve coordination.
Use rattles or squeaky toys to develop listening skills.
Develop "reach and grasp" by holding objects for him to see and reach for.
Place child on stomach, prone, to encourage lifting and turning of head.

6 Months (3 to 9 months range)

Continue presenting objects of various sizes, shapes, and forms to foster "reach and grasp."
Let child sit supported in your lap, even when he is unable to do so independently.
Encourage physical activity on the floor, concentrating on rolling over.
Provide larger toys to grab, feel, and chew.
Put some objects just out of reach to encourage reaching and moving toward objects.
Select toys that move or make noise; provide some floating toys.
Change child's position frequently so that he doesn t stay in one place for long periods of time.
Bounce the baby.
Give finger foods to start and encourage self-feeding.
Tie toys to his chair so he can throw them and attempt to retrieve them.
Let him play with kitchen utensils (pots, pans, wooden spoons, plastic measuring cups, etc.) to learn manipulation.
Play "peek-a-boo" and "patty cake"; if he cannot move his arms, do it for him.

DEVELOPMENT AND GROWTH CHART

Part II

1 Year (9 to 15 months range)

Begin to give verbal orders: "give it to me," "put it down," "pick it up," etc.
Read to the child; show him pictures and talk about them; look out the window and name objects.
Use a mirror; point out the baby, Mommy, etc.
Try to have the child imitate an action: a squawking toy, or wave "bye-bye."
Demonstrate and encourage use of pull toys.
While dressing the youngster, name body parts and articles of clothing.
Continue physical activities while on the floor to encourage creeping and pulling up to a standing position.
Give the child large beads to place in a box or cup.
Practice building a tower with blocks.

1½ Years (15 to 21 months)

Allow and encourage him to run.
Assist the youngster in walking upstairs.
Encourage him in building a tower with smaller blocks.
Begin developing the concept of "yours" and "mine"—"Daddy's car," "Mommy's coat," and "Sister's doll."
Continue naming body parts on the child, the parents, and on dolls.
Use blocks to build, rather than stack.
Begin work with form board—circles, squares, triangles.
Stimulate him to imitate sounds.
Use a picture book and objects for labeling and identifying.
Encourage play with another child so that he will learn to share toys.
Use "No" to help the youngster learn and understand unacceptable behavior.

DEVELOPMENT AND GROWTH CHART

PART III

2 to 2½ Years (21 to 27 months range)

Allow and encourage him to run.
Work on independent stair climbing.
Encourage jumping with feet together.
Have child toe-walk.
Encourage child to help in dressing himself.
Continue reading to him; have him name the pictures in the book.
Stress use of pronouns and plural nouns.
Differentiate sizes when playing or talking: "Give me the big ball." "Look at the little doll."
Begin practice in hand washing.
Encourage youngster to relate experiences.
Give him opportunities to play alone as well as with another youngster.

3 Years (33 to 42 months range)

Work on single leg balance; have the child imitate you or brothers and sisters.
Encourage riding a tricycle.
Practice stair climbing, alternating feet.
Work on buttoning; use a large board with buttons and buttonholes.
Help him learn the difference between the meaning of "one" and "many."
Start him using a chalkboard.
Encourage him to throw a bean bag or ball into a container.
Provide him with paper, crayons, paints, clay, paste, etc.
Use stacking toys and large wooden beads for stringing.
Start matching pictures that are alike.
Have him work at dressing and undressing himself.

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INTRODUCTION TO RESOURCE SECTION

The following list of resources for guidance, aids, and information may be helpful to a parent. The listing is general and does not attempt to include all the resources available.

The State of Illinos has mandated educational services for all exceptional children. Your first resource for guidance might be the Director of Special Education in the public schools within your area.

Activity Records, Inc.
Freeport, New York 11520

Adjusta Chair Company
12704 Brumley Drive
Bridgeton, Missouri 63044

American Association for Health, Medical Education and Recreation
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

American Hospital Supply
(Division of American Hospital and Supply Corporation)
1450 Waukegan Road
McGaw Park, Illinois 60085

American Occupational Therapy Association
251 Park Avenue, South
New York, New York 10010

American Wheelchair
5500 Muddy Creak Road
Cincinnatti, Ohio 45238
(Also Lodoga, Indiana 47954)

J. J. Block
Aids for the Handicapped
1111 West Argyle
Chicago, Illinois 61640

Cleo Living Aids
3957 Mayfield Road
Cleveland, Ohio 44121

Colson Company
39 South LaSalle Street
Chicago, Illinois 61603

Community Playthings
Rifton, New York 12471

Creative Playthings
Princeton, New Jersey 08540

Developmental Learning Materials
7440 North Natchez Avenue
Niles, Illinois 60648

Educational Teaching Aids
159 West Kinzie Street
Chicago, Illinois 60610

Everest and Jennings, Inc.
1803 Pontius Avenue
Los Angeles, California 90025
(also 165 Spring Street
Murray Hill, New Jersey 07971)

Ideal Toy Corporation
4135 South Pulaski
Chicago, Illinois 60632

J. A. Preston Corporation
71 Fifth Avenue
New York, New York 10003

Fred Sammons, Inc.
Box 32
Brookfield, Illinois 60513

Stall and Dean Manufacturing Company, Inc.
P.O. Box 698
95 Church Street
Brockton, Massachusetts 02401

RECORDS:

"Sounds Around the House"
"Sounds Around the Farm"
"Sounds Around the Zoo"
"Sounds Around the Neighborhood"
"Sounds Around the School"
(Album of five 33 1/3 r.p.m. records)
Cost: $15.
Scott, Foresman and Company 1900 East Lake
Glenwood, Illinois

Close 'N Play Phonograph
(Battery-operated record player for children three years old and up. Available at most toy stores.)

NON-PROFIT RESOURCE AGENCIES SERVING THE PHYSICALLY DISABLED

American Heart Association
22 West Madison
Chicago, Illinois 60602

Dental Guidance Council for Cerebral Palsy.
c/o United Cerebral Palsy Association of New York City
339 East 44th Street
New York, New York 10016

Easter Seal Society of Illinois
2715 South Fourth Street
Springfield, Illinois 62703

Or

2023 West Ogden Avenue
Chicago, Illinois 60612

Illinois Association for the Mentally Retarded
343 South Dearborn Street
Chicago, Illinois 60604

Muscular Dystrophy Association
1129 South Second Street
Springfield, Illinois 62704

Or

203 North Wabash Avenue
Chicago, Illinois 60601

National Epilepsy League
116 South Michigan Avenue
Chicago, Illinois 60602

National Multiple Sclerosis Society
332 South Michigan Avenue
Chicago, Illinois 60604

National Foundation–March of Dimes
1622 South Fifth Street
Springfield, Illinois 62703

National Hemiphilia Foundation
337 South LaSalle Street
Chicago, Illinois 60610

Shriner's Hospital for Crippled Children
Chicago Unit
3211 North Oak Park
Chicago, Illinois 60634
(National office)
323 North Michigan Avenue
Chicago, Illinois 60601
(Clinic appointment may be arranged by contacting a Shriner)

United Cerebral Palsy of Illinois
309 South Third Street
Springfield, Illinois 62701

STATE OF ILLINOIS OFFICES AND AGENCIES

Illinois Office of Education
Department for Exceptional Children
100 North First Street
Springfield, Illinois 62777

Division of Services for Crippled Children
University of Illinois
540 Iles Park Place
Springfield, Illinois 62703

Illinois Department of Children and Family Services
524 South Second Street
Springfield, Illinois 62705

Illinois Department of Mental Health
State Office Building
Springfield, Illinois 62777
(Or contact local Mental Health Association in your county)

SCHOOL SERVING THE PHYSICALLY DISABLED:

Illinois Children's Hospital School
1950 West Roosevelt Road
Chicago, Illinois 60608

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